ENGLISH GRAMMAR AND COMPOSITION

Dakhil Class Seven

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English Grammar and Composition

Dakhil

Class Seven

Revised for the year 2025

NATIONAL CURRICULUM AND TEXTBOOK BOARD, BANGLADESH

Preface

The importance of formal education is diversified. The prime goal of modern education is not to impart knowledge only but to build a prosperous nation by developing skilled human resources. At the same time, education is the best means of creating a society free from superstitions and adheres to science and facts. To stand as a developed nation in the science and technology-driven world of the 21st century, we need to ensure quality education. A well-planned education is essential for enabling our new generation to face the challenges of the age and to motivate them with the strength of patriotism, values, and ethics. In this context, the government is determined to ensure education according to the demand of the age.

Education is the backbone of a nation and a curriculum provides the essence of formal education. Again, the most important tool for implementing a curriculum is the textbook. The National Curriculum 2012 has been adopted to achieve the goals of the National Education Policy 2010. In light of this, the National Curriculum and Textbook Board (NCTB) has been persistently working on developing, printing, and distributing quality textbooks. This organization also reviews and revises the curriculum, textbook, and assessment methods according to needs and realities.

Secondary education is a vital stage in our education system. This textbook is catered to the age, aptitude, and endless inquisitiveness of the students at this level, as well as to achieve the aims and objectives of the curriculum. It is believed that the book written and meticulously edited by experienced and skilled teachers and experts will be conducive to a joyful experience for the students. It is hoped that the book will play a significant role in promoting creative and aesthetic spirits among students along with subject knowledge and skills.

Communicative grammar is a comparatively new trend in the field of English language teaching. The main difference between conventional and communicative grammar is characterized by the teaching and learning approaches. The traditional grammar book explains the rules and focuses on usage while communicative grammar presents items in contexts and creates opportunities to use the language accurately as well as fluently. Thus, communicative grammar promotes accuracy alongside fluency and helps develop language acquisition. Again, the composition part in the book introduces the process approach so that the students can express and organize ideas in writing without memorizing various genres of writing in English. It is hoped that the English Grammar and Composition books for grades VI-X will develop students' grammatical competence and writing skills.

It may be mentioned here that due to the changing situation in 2024 and as per the needs the textbook has been reviewed and revised for the academic year 2025. Meticulous attention has been paid to the textbook to make it more learner-friendly and error-free. However, any suggestions for further improvement of this book will be appreciated.

Finally, I would like to thank all those who have contributed to the book as writers, editors, reviewers, illustrators, and graphic designers.

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Prof. Dr. A K M Reazul Hassan
Chairman
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CONTENTS

	Unit	Subject	Page
A Grammar	1	Parts of Speech	1
	2	Modals	12
	3	The Tense	16
	4	Forms of Verbs	30
	5	More about Adjectives	49
	6	More about Adverbs	58
	7	More about Prepositions	65
	8	Linking Words	79
	9	Introducing Articles	83
	10	Possessives	90
	11	The Sentence	95
	12	Introductory 'There'	113
	13	There Isn't/ There Aren't	119
	14	Infinitives, Gerunds and Participles	124
	15	Capitalization and Punctuation	130
	16	Direct Speech and Indirect Speech	136
	17	Voice	148
B Composition	18	Writing Paragraphs	166
	19	Letter Writing	178
		Sample Question & Guidelines	191

Unit One

Parts of Speech

Lesson 1: Nouns

A. Look at the underlined words in the following passage:

Anika is in class seven. She lives in a village of Jamalpur with her parents. She has two sisters. She often takes them to school. She has to help her mother as well. Her father is a small businessman. In her free time, Anika likes to draw pictures and write poems in Bangla. Anika's dream is to become a computer engineer.

These are all nouns. A noun is a word used to refer to people, animals, objects, substances, states, events, ideas and feelings.

B. Nouns can be **countable** or **uncountable.** The nouns which can be counted are **countable** and those which cannot be counted are **uncountable**.

Read the following sentences and say whether the underlined nouns are countable or uncountable:

He has many friends.

Kamal has given me some good news.

Urmi borrowed some books from the library.

Afsana eats bread for breakfast.

Zahid's father is a teacher.

C. Countable nouns have two forms: singular and plural. The singular form refers to one person or thing and the plural form refers to more than one person or thing.

a. How to make plurals

Regular plurals are formed by adding ' s' to the singular forms of nouns.
For example:

book-------------books

flower----------------flowers

teacher---------- teachers

b. By adding '-es' to nouns ending in '-ss', '-ch', '-s', '-sh' or '-x'. For example:

watch-------------- watches

class----------------classes

box----------------boxes

c. Nouns ending in consonants and '-y' change to 'ies' in the plurals.For example:

country --------------countries

victory -------------- victories

lady ---------------------- ladies

d. Nouns ending in a vowel and '-y' have an '-s' in the plurals. For example:

boy ---------------boys

day -------------------- days

key -------------- keys

e. Some common nouns have irregular plurals. For example:

child --------------- children

foot -------------------------- feet

mouse -------------------- mice.

Give the plurals of the following nouns. One is done for you:

horse-------horses	woman---------	tooth --------
glass --------	wish --------	truck --------
pencil-------	friend -------	monkey -----
tomato -----	way ----------	eye -----------

D. Rewrite these sentences using plural nouns. One is done for you:

1. A bus is quicker than a rickshaw. / Buses are quicker than rickshaws.
2. A tiger is a ferocious animal. / ________________________________
3. A banker earns more money than a teacher. / _________________
4. A laptop is an expensive piece of equipment. / ________________
5. A student has to work hard. / _______________________________
6. A good book helps to pass time. / __________________________

E. Complete these sentences with a singular or plural noun:

1. The __________ stops outside our house. (car / cars).
2. The _________ were waiting for me. (child/children)
3. The __________ are in the shelf. (book/books)
4. Do you know the ______ that lives next door? (man/men)
5. The dentist pulled out the _______ that was hurting. (tooth/teeth)
6. The ____ who was waiting here has gone home. (boy/boys)

F. Complete these sentences with a singular or a plural verb:

1. The children___________ ready for school. (is getting/ are getting)
2. My uncle ________________ in the army. (is/are)
3. The flower________________ sweet. (smell/smells)
4. The chocolates we bought ___________ very expensive. (was/were)
5. The letters you posted yesterday ___________ confidential. (was/were)
6. The young man you met yesterday ____________ transferred to this office recently. (has been/ have been)

Lesson 2: Pronouns

A. Look at the underlined words in the following texts :

a. **Mr Ahmed is reading a <u>book</u>. <u>It</u> is very interesting.**

b. **<u>Students</u> of this school are very disciplined. <u>They</u> all stay in the hostel.**

c. **The game teacher asked <u>players</u> to go to the field in the afternoon. But <u>nobody</u> was there.**

Note: Here 'It' refers to a book, ' they' refers to students and 'nobody' refers to players. Here *it, they* and *nobody* are called pronouns as they are used instead of nouns. In other words, pronouns are alternatives to nouns. When something or someone is already mentioned in a sentence you refer to them again by using a pronoun.

B. Look at the pronouns in the box:

I you she they we nobody it who

These are called personal pronouns. Let us learn more about personal pronouns. Pronouns have 3 forms namely subjective, objective and possessive. Look at the table below and see different forms of pronouns.

Subject form	**Object form**	**Possessive form**
I	me	my, mine
we	us	our, ours
you	you	your, yours
they	them	their, theirs
he	him	his
she	her	her, hers
it	it	its

2025

C. Look at the following sentences:

My brother is healthy. He weighs 75 kg.

Ms Shaila works in a bank. She has been doing this job for the last 15 years.

Note: In English, 'he' and 'she' normally refer to people, but they often refer to animals too.

D. **Now use personal pronouns in the following text:**

Maruf's father is a businessman. ______ has been in business for about 15 years. Currently in his farm, there are 20 people working full time. _____ has three children who are going to school. Maruf is ______________ second child, the youngest and eldest are both __________ daughters.

E. **Let us use pronouns in their possessive forms. Look at the examples :**

This is <u>our</u> school.

Who is <u>your</u> brother?

Do you know where <u>my</u> pen is?

Look at the following sentences. 'Yours', 'hers', 'his' and 'ours' are also possessives.

This is my book. That is <u>yours</u>.

These toys are <u>hers</u>.

This bicycle is <u>his</u>.

This garden is <u>ours</u>.

Now use possessives in the following sentences.

After retirement Mr Kamal is living in _______ own village. He lives with his wife who has also retired from ___________ job as a school teacher. _______ children live in Bogra where they have ____________ own families. ____________ children often ask them to visit them.

Lesson 3: Adjectives

A. **Look at the underlined words in the following sentences :**

Sharmin is a pretty girl.

Our library is big.

Do you have any digital camera?

Note: The words 'pretty', 'big' and 'digital' describe a girl, a library and a camera respectively. These words are called adjectives.

Look at the underlined words in the following text :

Ms Tahmina Anwar is a skilled teacher. She is qualified too. She has a long teaching experience. She has an excellent academic record as well. She is a favourite teacher to her students as she is very caring.

Now say which words these adjectives describe or modify.

B. **Now look at the passage below and fill in the gaps with adjectives:**

My uncle is a ______________ engineer. He works in a ______________ company as a __________ engineer. He graduated in _____________ engineering from BUET. He also studied abroad for his _________ qualification. Currently he is in charge of a ___________ project.

C. **You may use words with 'ing' ending as adjectives to describe the effect that something has on your feelings or on the feelings of people in general.**

Look at the words in the box below and use some of them as adjectives in your own sentences:

charming	amazing	boring	exciting	disappointing	
encouraging	welcoming	surprising	shocking	alarming	
embarrassing	confusing	depressing	existing	living	tiring
dying					

The past participle forms of verbs that describe our feelings can be used as adjectives too. Look at the words in the box below:

delighted	interested	frustrated	worried	depressed		
surprised	tired	amazed	exhausted	satisfied	bored	pleased

Use 4-5 of these adjectives in your own sentences:

D. Now use appropriate words in the blanks of the following sentences:

1. My friend Tumpa is _________ in music. But she thinks cricket is an ____________ game.
2. Moynamoti is an ________ place to visit but my uncle was ___________ with the long journey there.
3. I felt really ____________ to see my teacher in my uncle's wedding; it was __________ too.
4. The film was quite _________ but I felt __________ to my favorite heroine there.
5. I was so _______ in the work that I could finish in due time. And my teacher thinks it is _____.

Lesson 4: Adverbs

Look at the underlined words in the following sentences:

He goes to his school regularly.

We really enjoyed our picnic.

Some students are playing in the field.

Come and meet us next week.

Zamil: Do you often visit your grandma?

Asif: Yes I do! I visit her frequently.

Juthi: Can you please supply us with milk daily?

Milkman: No madam, I can give you milk only twice a week.

These are all adverbs. Can you guess what words they modify?

Adverbs usually modify verbs, but they often modify adjectives, nouns, other adverbs and whole phrases or sentences:

Examples	functions
*Sit **quietly**!*	to modify a verb (*sit*)
*Sayeed was **rather** quiet.*	to modify an adjective (*quiet*)
*That event seemed to go by **incredibly** slowly.*	to modify another adverb (*slowly*)
*It takes **quite** a lot of courage to jump from a plane.*	to modify a noun phrase (*a lot of courage*)
*I'm going for a run **later** so I don't want to eat anything now.*	to modify the whole clause (*I'm going for a run*)
***Personally**, I don't like the plans.*	to modify the whole sentence (*I don't like the plans.*)

Note : 'Personally' gives the speaker's attitude. We often use commas after such an adverb when it modifies the whole sentence.

An adverb comes after a verb. It is usually a word but sometimes a group of words modifies a verb. Then that group is called an adverbial phrase. Any adverb or adverbial phrase that modifies a verb is called an adverbial.

Rakib looked at his friends <u>nervously</u> after he had lost his admit cards.

Here the underlined word describes how something has happened. This is an **adverbial of manner.**

The toy was lying <u>on the table</u>.

Here the item describes where something was. It is an **adverbial of place**.

They visited their hometown <u>last month.</u>

Here the underlined item tells when something happens. It is an **adverbial of time.**

Now fill in the gaps with appropriate adverbs :

He opened the door ____________.

Our music class is held___________.

All students were present ___________.

He ____________ made this comment.

Bangladesh Cricket team is doing ____________.

Lesson 5: Prepositions

Look at the underlined words in the following text:

Mr and Mrs Ali request their pleasure for your gracious presence at the wedding ceremony of their eldest son Iftekhar Ali with Dilruba Yasmin, youngest daughter of Mr and Mrs Rafik Ahmed to be solemnized on Saturday, 21 January 2016 at Platinum Convention Center, Dhanmondi, Dhaka at 7.30 pm.

These words are called prepositions. A preposition is followed by a noun or its equivalent.

A. Use the following prepositions in sentences of your own:

with	on	in	to	up	over	for	at	of	by

B. Complete the following text by using appropriate prepositions.

My auntie lives ______ Mogbazar just ______ Holy Family Hospital. Her flat is _____ the 5th floor. She lives _______ her family there. She often visits her good friend and neighbor who lives just one floor up; the top floor _____the building. My auntie has been living in her flat _____ the last three years.

Lesson 6: Conjunctions and Interjections

A. Read the following passage and notice the words in bold:

Dipu **and** Raj are good friends **but** they are not of the same age. They have been even together as neighbors. Many years back they thought they would settle abroad **but** after their higher study overseas they decided to buy land in the same area. When they found it together, Raj said to Dipu, "Let's buy it now **or** never". They have not constructed any building **yet**.

The words **and, but, or, because, yet** are called conjunctions. The main function of these words is to link words, phrases and clauses together.

Now write five sentences using each of the above conjunctions.

B. Read the following sentences and notice the underlined words:

Wow, so big a cake!

Alas! They have lost the game.

Oops, I have got hurt!

Omg, how could you do that!

The above underlined words are interjections. An interjection is a part of speech which expresses a strong feeling of joy, pain, surprise or disgust.

Now make some sentences using the following interjections.

Hi oh hurrah ah

Unit Two

Modals

A. **Look at the underlined words in the following sentences. Guess what these words are called.**

1. Desk officer : How can I help you, sir?

   Client : I want to open a savings account with your bank.

2. Father : Will you go to your tutor today?

   Son : Yes, I will. Shall I take your umbrella?

   Father : Oh sure. Take it. The sky looks cloudy; it might rain.

3. Nabila : It's already late evening. You should not go out now.

   Bipul : Don't worry, I will come back very soon.

4. Liftman : Sir, which number shall I press for you?

   Gentleman : 7, if you would please!

5. Student : May I come in, sir?

   Teacher : You should come early; now please get in.

6. Brother : Could I use your pen?

   Sister : Yes, you can.

Note: These words are called modals. Modals are a special kind of auxiliary verbs which have different functions. Look at the sentences below with various meanings of 'can' and also the table showing different modals with different functions.

a. Can I give you a cup of tea? (*offer*)

b. You can come to our party. (*invitation*)

c. Excuse me, can you please show me the way to the photocopy shop? (*request*)

Modals	Functions
can, could, may, might	possibility
must, ought, should, will	probability and certainty
can, could may	permission
can, could, will, would	instruction and request
could, may, might, shall	suggestions
can, could, shall, will, would	offers, invitation, politeness
must	obligation

B. **Now read the sentences in section A above and tell your partner the functions of different modals.**

Modals	Functions
1. can could	
2. shall should	
3. will would	
4. may might	

C. **Use a modal in the gaps of the following sentences:**

1. Teacher:Don't be disappointed about your poor marks. I ______talk with you about your problems on Thursday after the classes.

   Student: Thank you, sir.

2. Shanta: One of our friends got the first prize in the book reading competition. Guess who it is.

   Maniza: It ______________be Shubhro. Am I right?

3. Rafat: Look, who is walking there, Sadia?

   Arian: Yes, it looks like Sadia but it ___________be Nadia as well.

4. If you had more money, you _________buy this dress.

5. Excuse me, ____________ you tell me which way I _____________ go to the library?

6. Waiter: Madam, what ____________ you like for drinks?

   Customer: Coke please.

7. There ___________ be a huge queue for concert tickets. You _______________ be there much early.

8. Sir, _________you please clarify the last point you have just mentioned?

9. People are crazy about fast food these days. You _________ avoid it as much as possible.

10. You have got the maximum number of prizes in the sports. You ________ be excited now.

D. **Write five sentences using 'can' or 'can't' along with words from the box. One is done for you:**

I can play chess but my sister can't.

play chess, run a marathon, ride a bicycle, swim in a river, use a laptop, cook meals

1. ______________________________________
2. _____________________________________
3. ___________________________________
4. ______________________________________
5. _______________________________________

E. **How many things could you do when you were much younger? One is done for you:**

I could climb a tree when I was 10 years old.

Write five sentences like this:

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________

F. **Make five request sentences from this table using 'could I', 'may I' and 'could you':**

Could I May I Could you let me	have	another cup of tea a look at your book something to eat one of those chocolates a bit of advice a little more time	Please?

1. May I have something to eat please?
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________
6. ______________________________

2025

Unit Three

The Tense

Lesson 1: Present Simple

A. **Read the following texts and look at the underlined verbs. Tell your partner which tense it is:**

1. Arif lives in a village. His village is beside a river. It is located in the district of Gazipur.

2. Student : Sir, I want to show you my homework.
   Teacher : Very good. Please show it to me.

3. Passenger : Does this bus go to Farmgate?
   Bus conductor : Yes, it does.

4. Daughter : Ma, do you have a nail cutter?
   Mother : Yes, I do. Please get it from the drawer.

5. Abonti : How are you, Anika?
   Anika : I am fine. Thank you.

6. Doctor : Can you walk now?
   Patient : Yes, I can.

Note: Do you understand what tense we are talking about? If we are talking about general present, or about a regular or habitual action we use the present simple tense.

Verbs used in the present simple :

1. **Be verbs :** *am, is* and *are*
2. **Have verbs :** *have, has*
3. **Action verbs in the present form :** *want, get, show* etc
4. **Passive verbs with the past participle form of a main verb :** for example, *is located.*

5. **Auxiliary verbs:** do and does which are used in making interrogative or negative sentences. For example, Do you have a nail cutter?

6. **Modals:** can

B. **Now use the correct form of verbs in the following gaps :**

1. Hi, Shohag, How ___ everybody at home?

   They____fine. Thanks.

2. I _______ milk most days a week.
3. Students do not know the room in which the game teacher _______.
4. This train does not _________ at every station.
5. The security guard may ask me who I _________.
6. The SSC exam is usually ___________ in February every year.
7. Do you __________? No, I ____________.
8. Things in this shop ___________ expensive.
9. Mom often asks me, "Do you brush your teeth regularly?" "Yes, I _________."
10. The teacher said, "Do you smoke?", The student replied, "No sir, I _________."

C. **Describe the following items to your partner :**

1. The house/apartment we live in
2. Your home town/birthplace
3. One of your closest relatives
4. A beautiful place in your city
5. A possession you have for a long time

D. **Write a paragraph on one of following topics using the present simple tense:**

My Best Friend, A Ghost, Our Next-door Neighbour

Lesson: 2: Past Simple

A. **Read the following text and look at the underlined verbs:**

1. My father worked in a bank when we lived in Munshiganj. Then he started a business in Dhaka and at one stage we moved there.
2. Rafik was in class six when his mother died.
3. Bangladesh won ICC Trophy in 1997. That time all cricket fans celebrated the event very much.
4. Interviewer: When were you born?

   Interviewee: I was born in 2001.
5. My uncle visited many countries of Europe when he had a job in England.
6. "What did you do last weekend?" "Nothing much, I only finished my homework."

Note: The past simple tense is used with reference to past time. Verbs used in the past simple tense are:

1. Be verb : **was, were**
2. Have verb : **had**
3. Action verbs in the past form: **worked, lived, started, moved** etc.
4. Passive verbs: auxiliary verb (was/were) + past participle. For example, **was informed, were stolen, was born etc.**
5. Auxiliary verb: "Did" is used in making interrogative or negative sentences. For example, what **did** you do last weekend?
6. Modals: could, would, used to etc.

B. **Use the correct forms of verbs in the following gaps :**

1. When I ______ a child I _______ how to ride a bicycle. My elder brother _________ me carefully and at one stage I ___________ able to learn it.

2. Our school __________ an inter school debate competition 0n 23 March and we _______ the runner up position. We ___________ a certificate and a crest from the chief guest.

3. Last night we ________ no electricity in our locality. My father ________ some candles and we all ________ a candle light dinner. It _________ great fun.

4. He _____ play football in his youth.

C. **Make past tense questions and answers using the words given. One is done for you:**

1. Who/you see/ in the room? **Who did you see in the room?**
2. I see/ Jamal /there
3. When / you go/ to school?
4. We/ go / to school/ at 8.15 am.
5. Where / you celebrate/ your holiday?
6. We/ celebrate/ in our village/holiday
7. Why / you come/ late to class?
8. I / come late/ because it / rain/ in the morning
9. When /your father/ promote/ as General Manager?
10. My father/ promote/ early this year.

D. **Write a paragraph on any one of the following using the past simple tense:**

Our Liberation War, The Day I Passed My PEC Exam, My Last Vacation

Lesson 3: Future Simple

A. **Read the following text and look at the underlined verbs:**

1. I will wake up early in the morning. My uncle will take me to the station. The Mohanagar Express will start at 7.30 for Chattogram.

2. Bangladesh will become a middle income country by the year 2021.

3. You will be the top scorer if you work hard.

4. "Shall I close the door, sir?", the student said to the headmaster.

5. Shefali won't play badminton because she will go to her tutor's in the afternoon.

> **Note: Future tense is used when we refer to a future action. Here the main verb is used in the base form and the modal *shall* or *will* is used before the main verb.**

B. **Supply the correct form of verbs in the gap of the following sentences :**

1. Next Saturday my uncle ___________ for Saudi Arabia. So my father and I _________ to the airport to see him off.

2. The weather forecast says it ___________ rain tomorrow.

3. I ________ an umbrella if it rains.

4. The waiter says, "______ I give you cold drinks, sir?"

5. a. I am going home now.

   b. Ok, I _____ you Sunday morning.

> **Note: For promises and offers relating to the future, you will use 'will'. Also when you are making predictions about the future that are based on general beliefs, opinions, or attitudes, you will use 'will'.**

C. **Use the correct verbs in the following sentences. The first one is done for you:**

1. Don't worry; the student volunteers will manage discipline about the program.
2. I am sure you ___________ your visit to Rangamaati.
3. I __________ you tonight and _________ you about the situation.
4. I am very tired. I __________ to bed early tonight.
5. People are very angry about the problem. They __________ a compromising solution of the problem.

D. **Now match these sentences with the predictions below :**

1. It's Friday morning	a. she will call our names
2. I am back from my school	b. shops will remain open.
3. If you are not careful	c. I will take some rest now.
4. On Fridays	d. we will say our Jumma prayer.
5. The class teacher is coming to the class	e. you will slip from the steep staircase.

E. **Suppose you and your partner are playing the role of a palmist and a client. The dialogue will go like this. Use the verbs *employ, earn, export, offer and import* and complete the dialogue:**

Palmist : You will have a big business in future.

Client : What kind of business?

P : It will be a garment business

Lesson 4: Present Continuous

A. **Read the following text and look at the underlined verbs. Tell your partner which tense it is:**

1. Nafisa's school is closed today. She is reading a story book.
2. Asif : What are you doing now? Come and join us in a game if you are free.

   Maruf : Sorry, I can't. I am taking my sister to a doctor. She is suffering from fever.
3. Please don't interrupt me while I am talking on the phone.
4. Desk officer: Are you being served?

   Client: Yes, that young lady is helping me.
5. Teacher:Are you listening to me?

   Students: Yes ma'm, we are.

Note: The Present Continuous tense describes actions which are going on now. The structure goes like this: Subject + auxiliary verbs (am/is/are)+ ing form of the main verb. For example,

He is playing cards. **It could be used in the negative or interrogative sense as well. For example,**

I am not watching TV now.

Are you going shopping now?

B. **Supply appropriate verbs in the gaps of the following sentences :**

1. Take this umbrella. It _____________ outside now.
2. "____ you still _________ in a bank?" "No, recently I have left it."
3. Please don't disturb me. I ______________ my homework.
4. Please wait for a minute. I ___________ soon.

5. There are a few doctors in this clinic. Many patients (not) ____________.

C. **Write a sentence using a word from the box. Your subjects may change in every sentence. One example is given for you:**

A helicopter is flying in the sky.

Play, sing, fly, ride, hang, check, bake, watch, attend, notice, throw

1. _________
2. ___________
3. _______________
4. _____________________
5. _________________________
6. ____________________________
7. ____________________________________
8. ____
9. ____
10. ____

Lesson 5: Present continuous indicating a future action

A. **Read the following sentences and look at the underlined verbs. Tell your partner which tense it is:**

1. I am going to visit my grandma this weekend. What about you?
2. Do you think our teacher is going to give us a good grade for this assignment?
3. Who of you are going to work as volunteers? Please raise your hands.
4. When is your uncle coming back from his overseas study?
5. It is going to be a big problem if you do not pay attention to it now.

Note: '*am/is/are + going to*' is used in situations when you are informing someone about a plan you have already made or assumed. This kind of present continuous form indicates an arranged future. For example,

Students, please everybody go to the class. Your class teacher is going to announce your mid-term results in the class.

Sometimes you may confuse "am/is/are +going to" future with the simple future using *will*. The modal "will" seems best for situations when you are in the process of making a decision about the future. Most often you use *will* to talk about the future generally. For example:

Who will open the door, if I am late?

B. **Now complete the dialogues below using the verbs in brackets with *will* or *going to*:**

1. A : Have you decided to spend extra money?

   B : Well, I think I ________to a restaurant for a good dinner but haven't decided yet.

2. A : Have you decided how you will spend the holiday?

   B : Not yet but I think I ______________ to my village for a few days.

3 A : My cousins are coming from Italy this Friday.

   B : _____ you __________ to receive them at the airport?

5. A : Our school has set up a new routine for our classes effective from this Saturday.

   B : Yes, we _______________ to attend the first class much earlier.

6. A : Have you collected your tickets for the concert?

   B : Not yet. But I think we ___________________ there on Friday if we can.

C. **Compare these two remarks:**

Why, do you think, is the form of the verb 'rain' different in (a) and (b)?

a) It will rain tomorrow as soon as we get to the park.

b) According to the weather forecast it's going to rain tomorrow. May be we shouldn't go to the park.

> **Note:** If you make a general prediction about something, you can use "will". If you link your prediction to the present in some way, you can use "be going to". In sentence (b) above, the speaker uses "be going to" because he/she wants to emphasize that the prediction is based on the present weather forecast.

D. **Now use *will* or *be going to* in the following sentences:**

1. The opposition has called a strike on Sunday. I ________________ (not go) to attend my classes.
2. I ____________ (carry) an umbrella if it rains.
3. The way all Kiwi wickets are falling, I think Tigers __________ (win) the match easily.
4. Son: Father, any plan for the weekend?

   Father: Our whole family has been invited to my colleague's daughter's wedding. So, we ______________ (attend) the party.
5. It is not cold here. I _____________ (wear) a jumper.

Lesson 6: Present Perfect Tense

A. **Read the following text and look at the underlined verbs :**

1. I have done my homework. Can you please look at it?
2. One of our friends has joined the inter district debate competition.
3. Does anybody know who has torn off the notice from the board?
4. I do not know if Anik has been selected for the cricket match.
5. Congrats Manosh, you have done an outstanding job.

Present Perfect expresses the completion of an action by Now. Therefore it is, strictly, a kind of present tense because (a) you are not emphasizing When the action took place; (b) you are only interested in the present state of completion; i.e., its effect on events Now.

So this tense must never be used if we state or suggest a definite time in the past. Now, look at the following sentences and fill in the blanks with verbs with appropriate forms of the present perfect:

1. Please open your book. Have you (open) it?
2. Wow! It's a wonderful piece of drawing. Who _____________ (draw) it?
3. Excuse me, teacher. Could you please repeat what you ___________ (say) just now?
4. I am very worried about my homework. I _______________ (not finish) it yet.
5. There is a big museum in the city. __________you ____________ there?
6. Please tell me what exactly you _________ done and what is yet to be done.

B. **Now use appropriate verbs in the blanks of the following dialogues :**

1. Teacher: We have only one day left for the science fair. Now let me know who ______________ what.

   Zarif: I ________________ the wall, sir.

2. Mother: There are only a few chocolates on the table. Who _____________ the others?

   Mayisha: Mom, I _______________ just one.

3. Teacher: Let's brainstorm on the topic for a minute. Now Anika, tell me what ___________ .

4. Hanif: Wait, this math problem is not that easy. But I ______________ something about it.

   Monoj: Ok, tell us what _____________________.

5. *'Three Idiots'* is an excellent movie. ______ you _________ it?

C. **Write some sentences about your activities you have done since morning. Show your sentences to your partner to check. You may start like this.**

1. First, I have said my morning prayer.
2. ____________________________________
3. ___________________________________
4. ____________________________________
5. ______________________________________

Lesson 7: Past Continuous Tense

A. **Read the following text and look at the underlined verbs :**

1. I was eating my dinner when you phoned.
2. What were you doing when the baby was crying?
3. I was not listening to you properly that time because of traffic noise.
4. Her English was improving a lot after some tutorial classes.
5. It was midnight and my elder brother was still working on his laptop.

Note: Any action that was happening at a certain time in the past is put in the past continuous tense. Here is the form: subject + was/were + main verb + ing + extension.

B. **Use the past continuous form of the verbs in the following sentences:**

1. The sun (shine) when we went out.
2. When you came, I (write).
3. My brother asked me, "Why didn't you receive my call?" "I (sleep) then".
4. When the teacher came to the class, all students (stand) up.
5. The bus started while some passengers (get) on.
6. The boy took another piece of cake when the mother (not look).
7. The teacher asked his students, "Why (make) a noise in the class?"
8. We (have) dinner when electricity went off.
9. The boy jumped off the train while it (move).
10. Who (talk) there when I knocked at the door? "I (call) my sister."

C. **Use the correct forms of verbs in the blanks of the following sentences:**

1. It ____________ heavily outside when I ____________.
2. Where ____________ when I ___________ you?
3. When my elder __________ my father ___________.
4. Our grandma __________ with us when we _________ in our village.
5. Everybody __________ until the fire accident occurred.

D. **Now write five sentences using the following pairs of verbs from the box. One is done for you using *hear and pass by. I heard the noise when a train was passing by*.**

Call and respond, ring and watch, stop and come, cook and go off, start and (not rain)

1. ____
2. ____
3. ____
4. ____
5. ____

Unit Four

Forms of Verbs

Lesson 1: 'Be' Verbs

A. **Look at the underlined words and guess what these are.**

1. My name is Nazia Rahman. I am a student of a famous school. My two brothers are also students of the same school.
2. Deena was a student of this school too. But her two sisters were not students of this school. They studied in another school.
3. The bus is very late. Passengers are being impatient.
4. Tahmid has got a lot of toys on his birthday. He is getting restless with them.
5. Samrin is ill. She has been absent from the school for a few days.

   Her parents have been very worried about her medical treatment.

Note: The underlined words are called 'be verbs'. These have various forms. Look at the table:

Base form	**Be**
present forms	am, is, are,
past forms	was, were
perfect form	have/has/had + been

B. **Write the correct forms of be verbs in the gaps of the following sentences:**

1. My teachers _______________ all very qualified and trained. I do not know who he _______________.
2. Once his father _______________ an ordinary farmer.
3. ________ your mother a housewife?
4. You are asking the same questions repeatedly. You ___________ silly.
5. You work in a bank. How long ____________ here?

C. **Write sentences with each category of 'be verbs' and share with your partner:**

1. ____
2. ____
3. ____
4. ____
5. ____
6. ____
7. ____

Lesson 2: Regular and Irregular Verbs

A. **Look at the underlined verbs and guess if these are regular or irregular :**

1. During the final exam I worked until late night.
2. Many students attended their class late because of transport strike.
3. Our school's annual cultural program went very well.
4. A computer operator solved the problem at last.
5. Who typed the whole document?
6. They have all sung the national anthem in the assembly session.
7. During hartal days our classes were not held.
8. My father cooked all meals when he had lived overseas.
9. It was decided that teachers would come to school this Friday for make up classes.
10. Nobody knew how he made it possible.

Note: Most underlined verbs are in 'ed' forms; these are called regular verbs and the rest which do not take 'ed' are called irregular verbs.

The past tense form and the past participle form of regular verbs end in –ed. But irregular verbs make their past simple and past participle forms in an irregular way. For example:

work, worked, worked (regular)

go, went, gone (irregular)

But you should note the following points:

1. Some verbs can be both regular and irregular. For example:

learn, learned, learned
learn, learnt, learnt

2. Some verbs change their meaning depending on whether they are regular or irregular ; for example "to hang":

regular	hang, hanged, hanged	to kill someone by dropping them with a rope around the neck
irregular	hang, hung, hung	to fix something (for example, a picture) at the top so that the lower part is free

Below is a list of regular verbs which you should learn carefully.

B. Look at the table below and fill in the gaps with the correct form of verb:

Base Form	Past Simple	Past Participle
admire	admired	
ban		banned
burn	burnt	
claim		claimed
carry		carried
chew		
dare		
employ	employed	
excuse	excused	
frighten		frightened
guess	guessed	
hate		
invent		Invented
rely	relied	
scold		
shop	shopped	
share		shared
shave		shaved
skip	skipped	

stir		stir
sound		sounded
step	stepped	
train		trained
test	tested	
thank		thanked
treat	treated	
travel		travelled
tire	tired	
use		used
welcome	welcomed	

C. Now choose any five verbs from the above list and write 5 sentences of your own. Use the three forms of each verb in your sentences:

Now look at the table below and rearrange the irregular verbs:

Base Form	**Past Simple**	**Past Participle**
begin	bite	flown
break	bid	swum
forgive	flew	torn
fall	drove	woken
bid	swam	brought
draw	froze	bitten
cut	fell	forgiven

fly	threw	bought
drive	taught	begun
bring	woke	taught
bid	brought	drawn
buy	broke	shown
throw	bought	cut
bit	began	worn
swim	drew	driven
teach	tore	spoken
wake	forgave	broken
tear	cut	bid

D. Now choose 5 irregular verbs from the above list and write sentences using the three forms of each verb:

List of regular verbs

- accept
- add
- admire
- admit
- advise
- afford
- agree
- alert
- allow
- amuse
- analyse
- announce
- annoy
- answer
- apologize
- appear
- applaud
- appreciate
- approve
- argue
- arrange
- arrest
- arrive
- ask
- attach
- attack
- attempt
- attend
- attract
- avoid

- back
- bake
- balance
- ban
- bang
- bare
- bat
- bathe
- battle
- beam
- beg
- behave
- belong
- bleach
- bless
- blind
- blink
- blot
- blush
- boast
- boil
- bolt
- bomb
- book
- bore
- borrow
- bounce
- bow
- box
- brake
- branch
- breathe
- bruise
- brush
- bubble
- bump
- burn
- bury
- buzz

- calculate
- call
- camp
- care
- carry
- carve
- cause
- challenge
- change
- charge
- choke
- chop
- claim
- clap
- clean
- clear
- clip
- close
- coach
- coil
- compare
- compete
- complain
- complete
- concentrate
- concern
- confess
- confuse
- connect
- consider
- cough
- count
- cover
- crack
- crack
- crash
- crawl
- cross
- crush
- cry

- chase
- cheat
- check
- cheer
- chew
- collect
- colour
- comb
- command
- communicate
- consist
- contain
- continue
- copy
- correct
- cure
- curl
- curve
- cycle

- dam
- damage
- dance
- dare
- decay
- deceive
- decide
- decorate
- delay
- delight
- deliver
- depend
- describe
- desert
- deserve
- destroy
- detect
- develop
- disagree
- disappear
- disapprove
- disarm
- discover
- dislike
- divide
- double
- doubt
- drag
- drain
- dream
- dress
- drip
- drop
- drown
- drum
- dry
- dust

- earn
- educate
- embarrass
- employ
- empty
- encourage
- end
- enjoy
- enter
- entertain
- escape
- examine
- excite
- excuse
- exercise
- exist
- expand
- expect
- explain
- explode
- extend

2025

- face
- fade
- fail
- fancy
- fasten
- fax
- fear
- fence
- fetch
- file
- fill
- film
- fire
- fit
- fix
- flap
- flash
- float
- flood
- flow
- flower
- fold
- follow
- fool
- force
- form
- found
- frame
- frighten
- fry

- gather
- gaze
- glow
- glue
- grab
- grate
- grease
- greet
- grin
- grip
- groan
- guarantee
- guard
- guess
- guide

- hammer
- hand
- handle
- hang
- happen
- harass
- harm
- hate
- haunt
- head
- heal
- heap
- heat
- help
- hook
- hop
- hope
- hover
- hug
- hum
- hunt
- hurry

- identify
- ignore
- imagine
- impress
- increase
- influence
- inform
- inject
- intend
- interest
- interfere
- interrupt
- invite
- irritate
- itch

- jail
- jam
- jog
- join
- joke
- judge
- juggle
- jump

- kick
- kill
- kiss
- kneel
- knit
- knock
- knot

- label
- land
- last
- laugh
- launch
- learn
- level
- license
- lick
- lie
- lighten
- like
- list
- listen
- live
- load
- lock
- long
- look
- love

- man
- manage
- march
- mark
- marry
- match
- mate
- matter
- measure
- meddle
- melt
- memorise
- mend
- mess up
- milk
- mine
- miss
- mix
- moan
- moor
- mourn
- move
- muddle
- mug
- multiply
- murder

- nail
- name
- need
- nest
- nod
- note
- notice
- number

- obey
- object
- observe
- obtain
- occur
- offend
- offer
- open
- order
- overflow
- owe
- own

- pack
- paddle
- paint
- park
- part
- pass
- paste
- pat
- pause
- peck
- pedal
- peel
- peep
- perform
- permit
- phone
- pick
- pinch
- pine
- place
- plan
- plant
- play
- please
- plug
- point
- poke
- polish
- pop
- possess
- post
- pour
- practise
- pray
- preach
- precede
- prefer
- prepare
- present
- preserve
- press
- pretend
- prevent
- prick
- print
- produce
- program
- promise
- protect
- provide
- pull
- pump
- punch
- puncture
- punish
- push

- question
- queue

- race
- radiate
- rain
- raise
- reach
- realise
- receive
- recognise
- record
- reduce
- reflect
- refuse
- regret
- reign
- reject
- rejoice
- relax
- release
- rely
- remain
- remember
- remind
- remove
- repair
- repeat
- replace
- reply
- report
- reproduce
- request
- rescue
- retire
- return
- rhyme
- rinse
- risk
- rob
- rock
- roll
- rot
- rub
- ruin
- rule
- rush

- sack
- sail
- satisfy
- save
- saw
- scare
- scatter
- scold
- scorch
- scrape
- scratch
- shiver
- shock
- shop
- shrug
- sigh
- sign
- signal
- sin
- sip
- ski
- skip
- soothe
- sound
- spare
- spark
- sparkle
- spell
- spill
- spoil
- spot
- spray
- sprout
- stop
- store
- strap
- strengthen
- stretch
- strip
- stroke
- stuff
- subtract
- succeed
- suck

- screw
- scribble
- scrub
- seal
- search
- separate
- serve
- settle
- shade
- share
- shave
- slip
- slow
- smash
- smell
- smile
- smoke
- snatch
- sneeze
- sniff
- snore
- snow
- squeak
- squeal
- squeeze
- stain
- stamp
- stare
- start
- stay
- steer
- step
- stir
- suffer
- suggest
- suit
- supply
- support
- suppose
- surprise
- surround
- suspect
- suspend
- switch
- talk
- tame
- tap
- taste
- tease
- telephone
- tempt
- terrify
- test
- thank
- thaw
- tick
- tickle
- tie
- time
- tip
- tire
- touch
- tour
- tow
- trace
- trade
- train
- transport
- trap
- travel
- treat
- tremble
- trick
- trip
- trot
- trouble
- trust
- try
- tug
- tumble
- turn
- twist
- type

- undress
- unfasten
- unite
- unlock
- unpack
- untidy
- use

- vanish
- visit

- wail
- wait
- walk
- wander
- want
- warm
- warn
- wash
- waste
- watch
- water
- wave
- weigh
- welcome
- whine
- whip
- whirl
- whisper
- whistle
- wink
- wipe
- wish
- wobble
- wonder
- work
- worry
- wrap
- wreck
- wrestle
- wriggle

- x-ray

- yawn
- yell

- zip
- zoom

List of irregular verbs

Base Form	Past Simple	Past Participle
awake	awoke	awoken
be	was, were	been
beat	beat	beaten
become	became	become
begin	began	begun
bend	bent	bent
bet	bet	bet
bid	bid	bid
bite	bit	bitten
blow	blew	blown
break	broke	broken
bring	brought	brought
broadcast	broadcast	broadcast
burn	burned/burnt	burned/burnt
buy	bought	bought
catch	caught	caught

Base Form	Past Simple	Past Participle
come	came	come
cost	cost	cost
cut	cut	cut
dig	dug	dug
do	did	done
draw	drew	drawn
dream	dreamed/dreamt	dreamed/dreamt
drive	drove	driven
drink	drank	drunk
eat	ate	eaten
fall	fell	fallen
feel	felt	felt
fight	fought	fought
find	found	found
fly	flew	flown
forget	forgot	forgotten

Base Form	Past Simple	Past Participle
freeze	froze	frozen
get	got	got /gotten
give	gave	given
go	went	gone
grow	grew	grown
hang	hung	hung
hear	heard	heard
hide	hid	hidden
hit	hit	hit
hold	held	held
hurt	hurt	hurt
keep	kept	kept
know	knew	known
lay	laid	laid
lead	led	led
learn	learned/learnt	learned/learnt

Base Form	Past Simple	Past Participle
lend	lent	lent
let	let	let
lie	lay	lain
make	made	made
mean	meant	meant
meet	met	met
pay	paid	paid
put	put	put
read	read	read
ride	rode	ridden
ring	rang	rung
rise	rose	risen
run	ran	run
say	said	said
see	saw	seen
sell	sold	sold
send	sent	sent

Base Form	Past Simple	Past Participle
shut	shut	shut
sing	sang	sung
sit	sat	sat
sleep	slept	slept
speak	spoke	spoken
spend	spent	spent
stand	stood	stood
swim	swam	swum
take	took	taken
teach	taught	taught
tear	tore	torn
tell	told	told
think	thought	thought
throw	threw	thrown
wake	woke	woken
wear	wore	worn
win	won	won
write	wrote	written

Unit Five

More about Adjectives

Lesson 1: Introducing Adjectives

A. Read the words in italics in the following captions:

A *good* cricketer has to be physically fit.

Our female cricketers brought some *happy* moments for the country.

The formation of human national flag was a *fine* expression of our patriotic zeal.

A stream in the *hilly* region is worth visiting

What are the words in italics for?

What are the functions of these words?

The words 'good', 'happy', 'fine' and 'hilly' modify the nouns after them.

These words are to provide some information about nouns i.e. they state the quality of nouns.

When someone wants to present information about something, one can do it by using a Noun alone; but, one can use an **Adjective** to modify or describe it in more detail. Therefore, adjectives give additional information about a Noun or Pronoun.

Note: The form of an Adjective does not change with singular and plural.

B. Identify adjectives in the following passage:

Muntaha is Bani's *best* friend. Bani is a *brilliant* student. She borrowed *three* books from Muntaha. All the books are *new*. The books are *interesting* as well.

Do all the above adjectives take the same position in the sentences?

In some sentences, the adjective is used before a noun. But in other sentences, the adjective comes after the verb. The adjectives that come before a noun are called **attributive adjectives** and those coming after a verb are called **predicative adjectives**.

C. Use the following adjectives in different positions. One is done for you:

Safe, interesting, new, old, unsafe, excellent, huge, quite, cold, yellow, nice, hot, enormous, furious, gorgeous, crazy, tiny.

Safe: We had a safe journey. (before a noun)

Our journey was safe. (after a verb)

I found him safe. (after an object)

D. Match the following adjectives with the nouns they go with:

gorgeous	crowd
terrifying	insect
tiny	experience
exhausted	music
soaked	temperatures
huge	dress
starving	customer
freezing	clothes
furious	meal
terrible	comedy show
hilarious	refugee
deafening	runner

Lesson 2: Comparison of Adjectives

A. Read the captions and mark the adjectives in different forms:

He was *better* than any other fielder in that match.

Mashrafe Mortaza is one of the *most successful* captains of Bangladesh.

B. Look at the adjectives in the following sentences:

Mahin is a *tall* boy. Safin is *taller* than Mahin. Raiyan is the *tallest* of the three. Mahin bought a *big* basket. Safin bought a basket *bigger* than that of Mahin. Raiyan bought the *biggest* basket of the shop.

There are three forms of Adjectives:

tall (positive) ---- taller (comparative) --- tallest (Superlative)

big (positive) ---- bigger (comparative) --- biggest (Superlative)

Note:

- **The positive degree of an adjective is in its base form. The positive degree is used when no comparison is made.**
- **The comparative form is used when a comparison is made between two persons or things.**
- **The superlative degree is used to show the highest degree of quality when more than two things or two sets of things are compared.**

C. Comparative and Superlative forms

i) Most positive adjectives of one syllable take 'er' and 'est' to form comparative and superlative degrees respectively.

Positive	Comparative	Superlative
big	bigger	biggest
bold	bolder	boldest
bright	brighter	brightest
black	blacker	blackest

Positive	Comparative	Superlative
clever	cleverer	cleverest
great	greater	greatest
kind	kinder	kindest
small	smaller	smallest
sweet	sweeter	sweetest
tall	taller	tallest
young	younger	youngest

ii) Adjectives ending in 'e', add 'r' and 'st' to form comparative and superlative degrees respectively.

Positive	Comparative	Superlative
able	abler	ablest
brave	braver	bravest
fine	finer	finest
large	larger	largest
noble	nobler	noblest
white	whiter	whitest
wise	wiser	wisest

iii) All adjectives of two syllables ending in *le, y, er*, and *ow* generally take 'er' and 'est' to form their comparative and superlative forms respectively.

Positive	**Comparative**	**Superlative**
simple	simpler	simplest
happy	happier	happiest
narrow	narrower	narrowest
tender	tenderer	tenderest

iv) Some positive adjectives take comparative and superlative forms without following the regular norms.

Positive	**Comparative**	**Superlative**
bad	worse	worst
good	better	best
much	more	most

v) Adjectives of more than two syllables and many of those with two form their comparative and superlative degrees by putting 'more' and 'most' before the positive respectively.

Positive	**Comparative**	**Superlative**
beautiful	more beautiful	most beautiful
difficult	more difficult	most difficult
diligent	more diligent	most diligent
industrious	more industrious	most industrious
courageous	more courageous	most courageous
obscure	more obscure	most obscure

C. Complete the sentences using the words in the box:

skiing	huge	cosy	small	old	warm	nice	brown	big

It was their first ----- holiday and Jamie was so excited.

"I can't wait to go skiing," he said, "and all that sun and snow will be wonderful!"

The plane landed at a ----- airport and very soon Jamie and Jasmine and their parents were in a small, ----- hotel at the bottom of a mountain. They went outside and looked. They saw --- mountains all around them.

"Tomorrow I want to go up a mountain," said Jamie.

They went back to the hotel. There was a ------ fireplace and it was warm. In front of the fire they saw a big ------ dog. It was asleep and snoring happily.

Jasmine liked dogs. She patted the dog on the head. It opened one eye and yawned. Jasmine saw the dog's name on his collar – Bruno. The dog looked at Jasmine and smiled. Then it closed its' eyes, crossed its' paws and went back to sleep.

"What a ------ dog," said Jasmine. "He's a big ------ softie."

They left the ----- firelight and went upstairs to bed. In no time at all Jamie was dreaming of speeding up and down mountains as a champion skier.

D. Fill in the blanks with appropriate adjectives:

Sirajum Munira is a ------ girl. Bondhon is her cousin. Both of them read in the same school. Bondhon is -------- than Munira.Bondhon has a very -----brother, named Tanbin. He is so cute. To Munira's aunt, he is ------- ------- -------- baby in the world. Munira loves Tanbin so much. She is Tanbin's --------- sister. She plays with him. She is ------- than Tanbin.Bondhon is -------- about Tanbin, so is Munira about him. When Tanbin cries, Bondhon calls his mother and Munira gives him ------ toys. Tanbin loves ----- toys. Tanbin's father presents him with ----- toys too.

Unit Six

More about Adverbs

Lesson 1: Introducing Adverbs

A. Read the following passage and notice the words in italics:

Mashrafi runs *fast*. He knows how to prepare for a match. He is taking preparations for the upcoming world cup tournament. He is taking a *very* careful preparation. Other team mates have joined the team *here*. They are going to sit together with the coach. They will decide on some regulations for themselves *tonight*. They are *always* very optimistic.

Can you guess what their functions are?

These words modify either the verb, or the adjective/adverb they are with.

These words are adverbs.

Activity:

Identify functions of the adverbs in italics in the passage and say what questions they answer. One is done for you:

'fast' modifies the verb 'runs'; (It answers the question 'how')

Adverbs modify verbs by telling *how, when, where, or to what extent* the action takes place.

Note:

- **An adverb is a modifying word.**
- **An adverb mainly modifies a verb. But an adverb also modifies an adjective or an adverb.**

B. Identify the adverbs in the following sentences and say which words they modify:

a. A wagon train that was very long started out from Laksam.

b. The trail through the mountains was fairly hazardous.

c. Bangladesh is a densely populated country.

d. The students are inside.

e. She will go to Rajshahi tomorrow.

f. He will join the party tonight.

g. Uncle came home yesterday.

h. Ahsanullah Master fought against the drug smugglers bravely.

i. Salma is studying hard for her examination.

j. The doctor sometimes stays up all night.

Lesson 2: Types of Adverbs

A. Read the following sentences and see what the words in italics modify and how:

Tanbin has decorated his reading room *beautifully*. He painted the wall *well*. His father *highly* praised his artistic work.

Here the adverbs modify verbs to tell us how a thing is done.

These types of words that state how a thing is done are known as **adverbs of manner**.

In most cases, adverbs of manner are formed by adding 'ly' to adjectives.

Some examples are given below:

Adjective	Adverb
absent	absently
abundant	abundantly
accentual	accentually
accidental	accidentally
active	actively
actual	actually
additional	additionally
admirable	admirably
bad	badly
beautiful	beautifully
final	finally
foolish	foolishly
punctual	punctually
quick	quickly
swift	swiftly
wise	wisely

B. Make five sentences using any five of these adverbs:

C. Read the following sentences and see what the words in italics modify and how:

Sharafi is a meritorious student. He goes to school *regularly*. He prepares his lessons *daily*. He reaches his school *early*. He never comes to school *late*. He is preparing for a debate competition *today*.

All these adverbs modify certain verbs and describe 'when' an action takes place.

> **Note** :
> - The adverbs which state **when** the action of the verb is done are **adverbs of time**.
> - Adverbs of time are always related with 'time'.

D. Use the following adverbs of time in the box to fill in the blanks:

Later, occasionally, yesterday, often, in 1932

I met Abdul Matin Siddiqui ______. He was born___ . He had his primary education in the mid- thirties of the last century. _____ he came to Dhaka. He wrote poems ______ . His elder brother _____ inspired him.

E. Read the following sentences and see what the words in italics modify and how:

Sakib is *abroad*. He is taking part in a tournament *there*. His team mate Tamim is also *there* for medical treatment. But other members of the team have started their practice session in Dhaka. Though they are *here*, they will also go to Australia eventually.

What do the words in italics do?

They tell where the action of the verb takes place.

The adverbs that state where things happen are **adverbs of place**.

F. Use the following adverbs of place in the box to fill in the blanks:

Outside, back, around, nearby, everywhere, inside, there, in

John looked _______ but he couldn't see the monkey. I searched _________ I could think of. I was going _________ to camp. John built a house _______. He took the child _____. I found the monkey __________ the camp. John reached _________ . The monkey was sitting beside a snake there. Suddenly an elephant stepped ___ .

G. Read the following sentences and consider what the words in italics modify and how:

Mushi participated in the world cup cricket tournament *thrice*. He had *always* been sincere. In his batting he sent the ball to the boundary *frequently*. He *seldom* dropped catches. In the beginning, he *often* made mistakes. But he *always* learnt from mistakes.

The words in italics tell us how often something happens.

The adverbs which state **how often** things happen are **adverbs of frequency**.

H. Use each of the following adverbs in a sentence and say which word it modifies. One is done for you:

He is reading now at school.

Here 'now' modifies the verb 'reading'.

a. now

b. soon

c. then

d. hardly

e. politely

f. immediately

g. quietly

h. fairly

i. fast

j. fluently

J. Look at the following picture and then complete the passage below it using the adverbs given in the box:

It was 1971. We can --------- forget those days of war. Maya was ----------- serious about his purpose. He had two other companions. They rode from Gendaria. Three sat on the bike keeping the LMG in between them. They were moving towards the pre decided spot ----------- , though they were pretending to be feeble and helpless with their shabby wearing. One of them was holding a fish market bag. The bike was an old one. It was not moving --------- fast. Somehow they kept their ultimate goal of urgency in their pretension. One,

two Pakistani military truck passed by --------------. They were facing death ----------; three Pakistani soldiers were taking tea ------------. But they did not notice Maya's bike ----------. Even then they did not ride ---------- . At Joykali Mandir crossing a street vendor handed over to them a small packet in the fish bag -------------. One of them sitting on the bike opened the packet and got three 'grenades'. His pulse increased-------- . But Maya was ------------- calm. He was in the middle. He was holding the arms -------- . He was trying to remember the directions -------------------. He was observing his surroundings---------- . They were moving --------------- then. They moved past Baitul Mukarram Mosque ------------------. In front of G.P.O. there were some Pakistani soldiers, they were five in number as Maya could count ------------ . No sooner had their bike reached a spot opposite to the Pak soldiers than Maya got down from the bike and opened fire upon the Pakistani soldiers. One of the soldiers was saying, "Mukut aya......." (Meaning Muktis have come.) All the Pak soldiers were killed -------------. Maya and others left the spot ----------.

accurately	unusually	strongly	rapidly
secretly	hardly	suddenly	very
fearlessly	safely	then	there
well	faster	carefully	slowly
easily	quickly	quite	

Unit Seven

More about Prepositions

Lesson 1: Introducing the Preposition

A. Read the following passage and notice the words in italics:

Jarif and Jawad live *at* 'Chadgao Abashik Elaka' *in* Chattogram. They wake up early *in* the morning. They go *to* bed early *at* night. They go *to* school regularly. Jarif needs a bag *of* books *for* his new class. Jawad needs a bag *for* his new school. They go to school *by* school bus.

These words usually establish relations with other words and come before a noun or anything equivalent to a noun.

They are called Prepositions.

Look at the prepositions in the passage again and see the nouns after them:

In the first sentence *at* gives a relationship between 'Chadgao Abashik Elaka' and Jarif and Jawad.

In the second sentence *in* creates a relationship between 'the morning' and 'they'.

In the third sentence '*to*' and '*at*' respectively create relationship between 'bed' and 'they'; and between 'night' and 'they'.

In the fourth sentence 'to' establishes a link or relationship between 'they' and 'school'.

Guess the relationship of other prepositions with other nouns.

Therefore, the words that come before a noun or any noun equivalent to link it with another word of that sentence are **prepositions**.

A preposition is a relating word.

Lesson 2: Use of Prepositions

A. Some useful Prepositions

i) Prepositions of Time:

Serial no	Preposition	Uses	Examples
A	at	before an exact point of time and names of festivals	at 5 o'clock, at that moment, at Christmas.
B	in	Before months, years, seasons, parts of the day etc.	in March, in 2009, in winter, in the morning.
C	by	to indicate the last point of time when an action will be completed	I shall return by three o'clock.
D	for	to denote a period of time	I have known him for three years.
E	since	to refer to a past point of time when an action started and the action is still continued	It has been raining since morning.
F	on	before days and dates	On Monday, on Sunday morning, on the 7th February
G	from	To refer to a past or future point of time	I was in Sylhet from 2002 to 2008. He will be at school from 11:00 a.m. to 5:00 p.m.

ii) Prepositions of Place and Position:

Serial no	Preposition	Uses	Examples
A	at	To mean a particular small area	*At* the corner, *at* the starting point, *at* school, *at* a small village.
B	in	To mean a vast area, a big city, a country, a valley, a continent	*In* the street, *in* Bangladesh, *in* Africa, *in* the middle of the city.
C	under	To mean exactly below	The cat is lying *under* the table.
D	beneath	Used figuratively	It is *beneath* human dignity to beg.
E	below	At a lower level, but not exactly low	The village *below* was clearly visible from the top of the mountain.
F	above	To mean higher than	They were flying *above* the clouds.
G	over	i. Exactly above	He held an umbrella *over* my head.
		ii. Touching and covering a place	Spread the table cloth *over* the new table.

iii.) Prepositions of Direction:

Serial no	Preposition	Uses	Example
A	for	Movement towards some place	He has left for home. We shall soon set off for Rajshahi.
B	against	Movement with pressure	The rain was beating against the roof. Lean the umbrella against the wall.
C	at	With certain verbs	Aim at, laugh at, point at, stare at, throw at.
D	To or towards	Movement to some place or thing	He went to Gazipur yesterday. The ship slowly moved towards the harbor.
E	into	Movement inside	Put it into the drawer.
F	from	To mean a starting point	They ran from the station.
G	off	i. To take from the surface of a thing	Take the book from the floor.
		ii. To drop from a higher level	He fell off the tree.
H	out of	From inside	He took the pen out of the drawer.

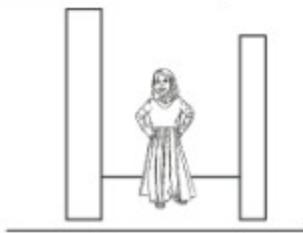
B. See the picture below carefully and answer the questions accordingly:

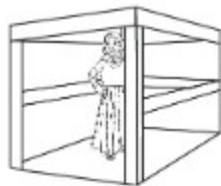
a) Where is the bird?

b) Where is the rainbow?

c) Where are the flowers?

d) Where are the boy and the girl?

e) What is the boy showing the girl?

C. Let us find some Prepositions in pictures. Describe the positions of the girl in each of the following pictures by using appropriate prepositions. Some of them are done for you.

Prepositions of Place

At home

________ the two pillars

________ the box

________ the sofa

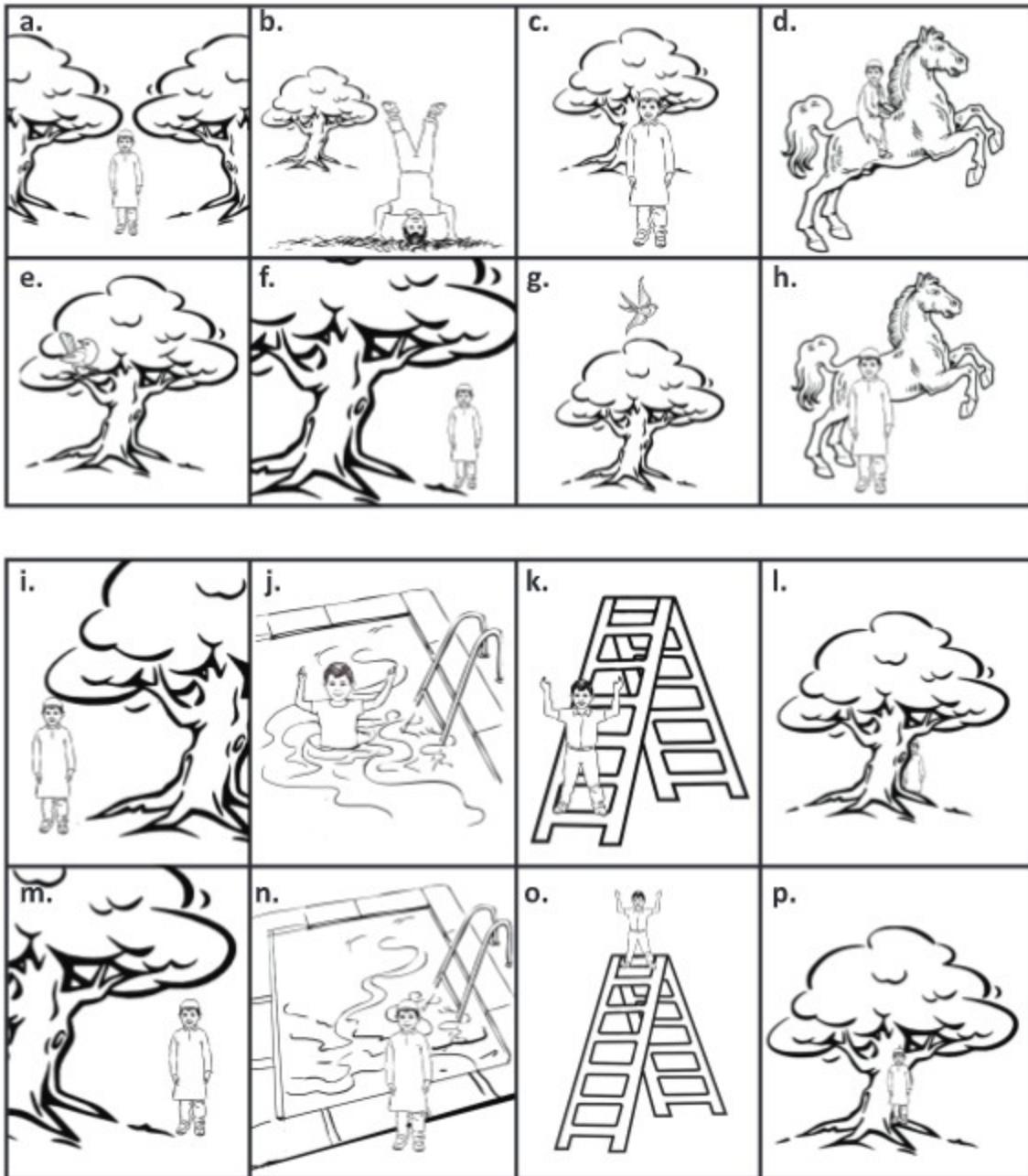
________ the big table

________ the small table

Near the desk

In front of the desk

Next to the desk

____ home

____ school

___ work

D. See the positions of the boy in the following pictures and match the sentences with the relevant pictures:

i. The boy is off the horse.

ii. The bird is in the tree.

iii. The boy is behind the tree.

iv. The boy is in front of the tree.

v. The boy is to the left of the tree.

vi. The boy is between the two trees.

vii. The boy is under the tree.

viii. The bird is above the tree.

ix. The boy is upside down.

x. The boy is on the horse.

xi. The boy is in the swimming pool.

xii. The boy is out of the swimming pool.

xiii. The boy is on the right side of the tree.

xiv. The boy is at the bottom of the ladder.

xv. The boy is at the top of the ladder.

xvi. The boy is to the left of the tree.

E. Some more Prepositions:

***Before, during, after*:**

There is a cue *before* the bank counter.

Somebody received a phone call *during* the film.

Some students become tired *after* their examination.

A preposition is usually followed by a noun. But notice the following examples:

Ovijit takes preparations *before* go*ing* to examination hall.

Hasan attended his test *after* study*ing* properly.

Here the prepositions are followed by the present participle form of a verb (Verb+ing).

Note: Any preposition can be followed by a gerund, because it's a noun equivalent.

Through, around, round, along, across, past:

Columbus reached the West Indies *through* the Atlantic Ocean.

The thief fled away *through* the window.

Night police walk *around* the town.

The earth moves *round* the sun.

Goutam walks *along* the park road with Shupravat.

Brozen Das swam *across* the English Channel.

Rudaba walked *past* the public library to reach Arts Faculty.

F. Certain verbs are followed by certain Prepositions. See the list below:

i) Verbs + Prepositions

abide	by
addicted	to
agree	to
aim	at
avail	of
arrive	at

break	into
begin	with
call	on
comply	with
compare	with
differ	with/from
distinguish	between
escape	from
hit	upon
hide	from
happen	to
insist	on
knock	at
laugh	at
look	after
look	for
look	into
prefer	to
prepare	for
prey	upon
recover	from
rely	on
remind	of

Write sentences with any 5-7 combinations of "verb+ preposition".

G. Nouns + Prepositions:

access	to
blame	for
claim	on
caution	against
enmity	with
freedom	from
hatred	for
indifference	to
interview	with
key	to
match	for
obedience	to
passion	for
pride	in
prejudice	against
victim	to
yearning	for
zeal	for

Write sentences with any 5-7 combinations of “noun+ preposition”.

H. Adjectives + Prepositions

acceptable	to
accused	of
angry	with
annoyed	with
blind	to
blessed	with
contrary	to
different	from
eligible	for
expert	in
familiar	with
gifted	with
indispensable	to
injurious	to
identical	with
jealous	of
liable	for
loyal	to
popular	with
relevant	to
superior	to

Write sentences with any 5-7 combinations of "adjectives+ preposition".

I. i) Choose the correct prepositions from the box and fill in the gaps.

To	by	for	by	on	on	at	from

Dear Rumman,

We are going to Cox's Bazar sea beach (a) --------the 14th December. Sadman, Sharafi and others are joining (b) ------------- the same day. We shall leave (c) ------------Chattogram (d) ------- noon. We hope to reach Chattogram (e) --------- train. (f) ------------ Chattogram we shall go (g) -------- bus. We are planning to go (h) ------------- the St. Martin's Island.

Please join us in time.

See you soon.

Raiyan

ii) Choose the correct prepositions from the box and fill in the gaps.

For	by	to	at	from	under	at	around

Dear Luna,

How are you? I want to meet you (a) ------------- Mirpur. (b) ----------- there, we shall go (c) ------- New Market. I have to buy so many things. Apuni will be waiting (d) --------------- the foot over bridge (e) --------- New Market. Apuni will come (f) ---------- bus. We shall go (g) ------- the New Market. It may take time. We shall stay there (h) ---------- two hours.

So, see you soon.

Leera.

iii) Choose the correct prepositions from the box and fill in the gaps.

At	on	at	in	from	till	through	in

Dear Mostafa bhai,

How are you?

It has been three months since I saw you last. You wanted to know about Sylhet. I was (a) ---------- Sylhet (b) ---------- 2001 (c) ----------- April2009. I lived (d) --------- Shibganj (e) --------- Sylhet. You have to go to Jaflong (f) ------------- Shibganj. M. C. College is (g) ------ the top of a hillock. You cannot but stare (h) ------------ tea gardens in Sylhet because of natural beauty.

I hope you will enjoy your days in Sylhet.

Kallal

iv) Choose the correct prepositions from the box and fill in the gaps.

For	while	at	from	at	for	out of	at

Dear Omrit,

How are you?

What is your profession? I have not seen you since I left Srimangal. Are you still (a) ------ Purbasha? How is your father? You were quite good (b) ------ cricket. But cricket disappeared (c) ------- your life. In fact, so many things disappeared from your life. Even then, you are our dear Omrit! You aimed (d) ------------ nothing or anything that we did not know. Basit left Bangladesh (e) ------- the U.K. Many other friends left you (f) ------- somewhere else. What have you brought (g) --------------- your student life? (h) ---------- studying at college you were so smart at everything but things faded away in course of time.

Regards.

Titu

Unit Eight

Linking words

A. Ask and answer the questions in pair:

What is the function of a 'chain'?

What does the word 'link' mean?

A chain links things together.

You have certainly learnt that 'to link' means to connect two or more things or ideas together.

B. Read the following paragraph and answer the questions that follow:

Somen Chanda was born in a village named Baliya in Narsingdi on 24 May, 1920. He was an avid reader from his boyhood *and* he passed the Entrance Examination in 1936 from Pogose School, Dhaka. *Then,* he was admitted to Dhaka Mitford Medical School, *but* he had to discontinue his studies because of ill health. *Yet,* his pen did not stop. His writings reflect struggles of the general people. *Thus* his writings survive him even today.

The words in italics are linking words.

What are the functions of these linking words?

Note :

- Linking words work as conjunctions to join two or more words, clauses or sentences.
- Linking words help some independent sentences to make a coherent paragraph.
- Linking words are used in English to express some ideas like-

    i) Examples

    ii) Listing and adding

    iii) Causes and effects

    iv) Time

    v) Similarity

    vi) Reinforcement

    vii) Contrasts

    viii) Conditions

    ix) Positions and directions

C. Activity:

1. **Identify the linking words in the following passage:**

   Bangladesh was in a good team spirit in the world cup cricket tournament 1999. Besides, all the players were in good form. In fact, they proved it in the field. Anyway, they defeated a big team like Pakistan.

2. Read the following paragraph and make it meaningful by using the linking words given in the box. The first one is done for you:

   A student needs to have lots of qualities. He should be very studious. He should participate in outdoor games and debating activities. He should be punctual. He should have moral qualities. He should be social. He can be successful if the has these qualities.

and	firstly	thus	secondly	next	then

A student needs to have lots of qualities. Firstly, he should be very studious...
....
....

3. **Fill up the blanks picking up linkers from the box below. The first one is done for you:**

firstly, secondly, thirdly, fourthly, to begin with, moreover, to conclude, next.

Several reasons were given for the language movement of the students of this country in 1952. *Firstly,* they were motivated to establish Bangla as their mother tongue. .... they were committed to the ideology of Bengali Nationalism. .... they wanted to raise

awareness among the common folks of Bangladesh. ....they gave ultimatum to the Pakistani rulers. .... they felt frustrated and guilty in living a carefree life in the eastern part of Pakistan.

4. Rewrite the following paragraph using linking words:

Dipak is twelve years old. He does not go to school. His father does not send him to school. He does not believe in education. He considers education to be a wastage of time and energy. Dipak helps his father in the poultry farm. His mother also does not find any interest in sending her son to school for some hours. Dipak is being deprived of primary education.

5. Join the following sentences with linking words:

a. Purnava is a student of Jahangirnagar University. Purnava takes part in debate competitions.

b. Ukhin Mong is a good teacher. He does not take classes every day.

c. It is raining. Rajib is going to market.

d Bangladesh is a third world country. The Government of Bangladesh distributes books among all the students of primary and secondary schools.

e. Kamal was sick. He did not go to school.

Unit Nine

Introducing Articles

Lesson 1: Indefinite Articles

A. Read the following passage and mark the words in italics:

Rajshahi is *an* old city. It stands on *the* Padma. In *a* village called Bausa in Rajshahi there is *a* man who is recognized as *a* book lover. He is Polan Sarker. Polan Sarker is *an* old man. He buys books with his own money. He lends villagers books. The villagers become delighted with books they borrow from Sarker. They have found that reading is *a* good habit.

These words are ***Articles***.

They take their positions in front of nouns or noun equivalent words.
They are used before nouns to show whether the noun is definite or indefinite.
Definite words take 'the' and indefinite words take 'a'/ 'an' in front of them.
So, 'a' and 'an' are **indefinite articles** and 'the' is a **definite article.**

B. Different uses of 'a' / 'an':

i) Observe the following words that have taken 'a' before them:

a girl, a boy, a pen, a ball, a bat, a field, a school, a district, a country, a continent, a box, a book, a student, a teacher, a word.

The words that begin with a consonant sound take the article 'a' in front of them.

ii) Guess why the following words have taken 'an' before them:

an ox, an apple, an umbrella, an orange, an independent country, an interesting film, an eye, an enemy, an ass.

'An' is used before the words that begin with a vowel sound.

iii) Observe the following words that have taken ‘an’ before them:

an honest person, an heir, an hour, an M.A.

In the above box, there are some words that begin with consonants, but those consonants have a vowel sound.

Therefore, they take ‘an’ before them instead of ‘a’.

iv) Why do the following words take ‘a’ before them?

a university, a ewe, a European, a useful report, a unit, a unique opportunity.

Though the words in the above box begin with a vowel, they are pronounced like a consonant sound.

So, instead of ‘an’, ‘a’ is used before those words.

v) What about the following words?

‘a one- eyed man’

Here ‘o’ sounds like ‘w’; therefore, ‘a’ is placed before this word, not ‘an’.

vi) Generalized use of the article ‘a’/’an’:

A student should respect their teachers.

An idle brain is the devil’s workshop.

Here ‘a’/ ‘an’ has been used to generalize ‘student’ and ‘idle brain’. ‘A student’ and ‘an idle brain’ respectively imply ‘all students’ and ‘all idle brains’.

vii) Why do the following names/designations have an indefinite article before them?

A Mr. Dipak Roy came to see you.

An Imran Khan is waiting for you in the lounge.

Names of unknown persons or their designations take ‘a’/ ‘an’ to mean ‘someone’.

viii) 'A'/ 'an' in some exclamatory sentences:

What an honest man he is!

What a splendid picture you have drawn!

'a'/ 'an' is used in certain exclamatory sentences that begin with 'what' to determine the noun of that sentence.

ix) Some phrases have 'a'/ 'an':

in a hurry, at a great speed, at an early date, in a temper.

The article 'a'/ 'an' is used in a number of phrases.

x) Why do the following names have indefinite articles before them?

She is a Begum Rokeya, I see.

He is a Shelley of Bangladesh.

He is an Ernest Hemingway of India.

The article 'a'/ 'an' has been used to denote **likeness**. Here the proper noun has been used as a common noun.

Lesson 2: Definite Articles

A. Different uses of 'the'

i) Do you understand the use of 'the' in the sentences below?

The cow is a domestic animal.

The camel is a useful animal.

The dog is a faithful animal.

The elephant is the largest land animal.

'The' is used before the above singular common nouns to represent the whole classes of these common nouns.

ii) 'The' is used to denote the name of a nation:

The Bengalis are freedom loving.
The English are industrious.

The French fought very hard.

iii) 'The' is used before adjectives to mean the whole of a particular class.

The rich are not always happy. The industrious succeed in life. The virtuous are always happy.

iv) 'The' is used before the singular existing nouns:

The sun rises in the east. The earth moves round the sun. The moon shines at night.

v) 'The' is placed before the superlative degree-words:

Anupam is the best boy of the class. Nahar is the tallest player of the team. Jagadish Chandra Boshu was one of the most brilliant scientists of his time.

vi) 'The' is placed before an ordinal number:

Bangladesh is the first country to celebrate 'text book festival' on the first day of an academic year. Abdullah Al Muti Sharfuddin secured the second position in the all India merit list. The first day of Bangla New Year wears a festive look all over the country.

vii) What do you think about the collective nouns? Do they take any article?

The mob is dispersed by the police.
The crowd was violent.
The flock is tended by a small boy.
The team hopes to keep up the winning spirit.

Collective nouns take 'the' before them when they represent a definite group of people or things.

viii) 'The' is placed before adjectives to mean the particular part of things.

Children are fond of the yellow of an egg.
They entered the thick of the forest.
I ate the small portion of the cake.
Air Asia crashed into the deeper part of the Indian Ocean.

ix) Usually Proper Nouns do not take 'the' before them, but 'the' is placed in the following exceptions:

a) Before the names of the mountain ranges:

the Himalayas, the Alps.

b) Before the names of the holy books:

The holy Quran, The Geeta, The Bible.

c) Before the name of a newspaper:

The Daily Star, The Guardian, The Herald Tribune.

d) Before the name of an ocean:

The Atlantic Ocean, the Pacific Ocean, the Indian Ocean.

e) Before the name of a group of islands:

The Andamans, the Philippines, the West Indies.

B.

i. Fill in the gaps with *a/an* or *the* and put a cross (X) where no article is needed:

A: Have you taken ------------ appointment with Dr. Ehtesham?

B: Oh, yes. I have taken ------------- appointment for tomorrow.

A: Is -------- doctor not coming today?

B: No. -------- doctor comes to this hospital thrice -------- week.

A: When should we visit him tomorrow?

B: At 6:30p.m. I hope he will give us ----------- best advice for

proper diagnosis.

A: Tomorrow is ------------ first day of the week. We have to

start for

_____ doctor earlier to avoid traffic congestion.

B: We shall reach the hospital before ----------- sun sets.

ii. S: Good morning, teacher. How are you?

T: Good morning. Can you write ------------ paragraph on Begum Rokeya?

S: Yes, I can.

T: What was she?

S: She was -------- social worker. She lived in undivided Bengal in --------------- early 20th century.

T: She was ------ writer also. She wrote ----------- number of books.

S: Yes, teacher. I can mention the name of ------------- book written by her. "Sultana's Dream" is --------- book written by her.

T: Where was she from?

S: She was from ----------- Rangpur.

iii. F: Anupom, what is --------------- largest continent?

S: ---------- Asia.

F: Give an example of -------- mangrove forest.

S: ------------------------ Sunderbans.

F: Who is Stephen Hawkings?

S: He is ------------- scientist. He is --------------- English.

F: What was the objective of --------------- language movement?

S: We demanded -------- Bangla to be declared as the state language.

Unit Ten

Possessives

Lesson 1: Introducing Possessives

A. Read the text and notice the words in italics:

Uncle Masud drives *our* school bus. I reach *my* school in time. Sushil, *my* friend, also goes with me. He is a brilliant student of our class. Today *Sushil's* pencil box has been lost. So he has not completed his homework. As Shushil is a friend of *mine*, I have lent him *my* pencil. *Our* class teacher is very serious about *our* homework.

These are **possessives.** They answer the following questions:

Whose school bus is that?

Whose school is that?

Whose class is that?

Whose pencil box is lost?

Whose homework was not done?

Whose friend is Shushil?

They show ownership and relationship.

B. Find out the possessives:

Whose child is this?

"Whose child is this?" I asked one day

Seeing a little one out at play.

"Mine", said the parent with a tender smile.

"Mine to keep a little while

To bathe his hands and comb his hair,

To tell him what he is to wear,

To prepare him that he may always be good

And each day do the things he should."

"Whose child is this?" I asked again,

"Mine," to keep just for a little while,

To teach him how to be gentle and kind,

To train and direct his dear little mind,

To help him live by every rule

And get the best he can from school."

"Whose child is this?" I asked once more,

Just as the little one entered the door.

"Ours", said the parent and the teacher as they smiled,

And each took the hand of the little child.

"Ours to love and train together

Ours this blessed task forever."

[Anonymous]

Lesson 2: Formation of Possessives

A. To show that something belongs to a person, 's is added to nouns. For example:

She drove her **father's** car. She reached her **sister's** house. Her sister Luna opened the door. She took **Sharafi's** book from the table. She found **Sadman's** room locked from inside.

Formation:

'*s* is placed at the end of singular nouns and irregular plurals of nouns.

Singular nouns:

Muntaha received **Bani's** prize.

A freedom **fighter's** courage is very important.

Safin's friends joined him at the party.

Irregular plurals of nouns:

Children's garments are sold in that market.

Rumman is in a **men's** hostel.

- **An apostrophe is placed at the end of regular plural nouns:**

  Mira is in the **girls'** hostel.

  Students' representatives met the Principal.

  Lawyers' association protested against the administrative initiative.

- **'*s* is placed at the end of singular nouns ending in s:**

  They visited **Sirajus's** new house.

  We entered **Anis's** flat.

Only an apostrophe without **'s'** is also in use to avoid an unpleasant hissing sound:

They visited **Sirajus'** new house.

We entered **Anis'** flat.

B. Pronouns that are used to show one or more things belonging to a person are Possessive Pronouns.

Pronouns have two possessive forms:

Pronoun	Possessive Form 1	Possessive Form 2
I	my	mine
you	your	yours
she	her	hers
he	his	his
we	our	ours
they	their	theirs
it	its	x

Form 1 is used before a noun

Form 2 is used after a verb or even as a subject.

See the following examples:

This is *our* country.

This book is *mine*.

Ours is a beautiful country.

C. Identify the possessives in the following story:

Two sick men were given the same room in a hospital. One man could sit up in his bed for about an hour. His bed was next to the room's only window. The other man spent all his time lying on his bed opposite the window. The men talked for hours almost every day. They talked about their wives and children, their homes, their jobs and almost about everything.

Every afternoon the man in the bed by the window would sit up and talked to his roommate about all the things he could see outside the window. The man on the other bed eagerly waited for this speaking and listening time. His friend's vivid descriptions of passing things seen through the window inspired him to live.

The window overlooked a park with a lovely lake. Ducks and swans play on the water, while children float their paper boats. A wonderful view of the skyline can be seen in the distance. The man by the window told his friend all this in detail. The listener would close his eyes and see everything in his mind's eye.

D. Singular and plural possessive nouns:

Join the sentences with the help of possessives. One is done for you:

1. This is a tiger. Its body has stripes. => The tiger's body has stripes.
2. There are spiders. Their webs catch insects.
3. There is a book on the table. Its pictures are obscure.
4. There is a cat. Its baby is called a kitten.
5. There is one shark. Its teeth are sharp.
6. There are sheep. Their fur keeps them warm.
7. Bangladesh is a beautiful country. Its nature is green.

Unit Eleven

The Sentence

Lesson 1: Different kinds of Sentences

A. Look at the picture and talk about it:

Read the following passage:

Mina draws pictures. She puts colours on her drawings. She likes to use bright colours. She shows her drawings to her teachers. She also shows the drawings to her friends. All of them like the drawings and praise her. Drawing pictures is her favourite pastime.

Count the sentences in the passage.

A sentence is a group of words which gives a complete meaning and it must have a subject and a verb.

Birds sing in the morning.

Subject + v + extension

B. Ask and answer the following questions:

a) What do you do in your spare time?

b) Write 3 sentences about your pastime.

1. ....

2. ....

3. ....

c) What class do you read in?

I ....

d) What is the name of your school?

The name ....

e) What is the name of your country?

....

Now divide the answers into the basic elements: subject + verb + extension

C. Read the following passage:

Sumi writes stories. Story writing is her hobby. She writes stories both in Bangla and English. Some of her stories are published in the school magazine. Her friends and teachers read those stories. They praise her write-up. Her parents also encourage her to write stories. ....

Write more sentences to complete the passage about Sumi.

Note. To write anything we have to use sentences. To describe anything in speech or writing we have to use sentences. We also listen to and read sentences in conversations and in text books, newspapers and other written materials. Without using correct sentences we cannot communicate effectively.

D. Read the following passage:

Milon is very attentive in his studies. He never spends time playing only. One day his father was going to market. He said to Milon, "What do you want me to buy for you?" Milon said, "Bring some paper for me father, please." His father brought paper for him and a beautiful pen also. Milon said to his father, "What a beautiful pen it is! Thank you, father." His father said, "You are welcome. May you be happy."

Note. There are different kinds of sentences in the passage. Note the types:

1. Milon is very attentive in study. –Affirmative statement
2. He never spends time playing only. –Negative statement
3. What do you want me to buy for you? – Interrogative sentence
4. Bring some paper for me father, please. – Imperative sentence
5. What a beautiful pen it is! – Exclamatory sentence
6. May you be happy. – Optative sentence

We will learn more about all these kinds of sentences in the following lessons.

E. 1. Look at the following picture and talk about it:

2. Write 10 sentences about what you see in the picture.

Lesson 2: Affirmative and Negative statements

A. Read the passage below:

Saheen : Hi Keya! You're here; I was looking for you.

Keya : Hi Saheen! I'm playing 'Cricket 2007'

Saheen : Are you? I tried it also. But I like outdoor games more.

Keya : I can't play cricket outside. I play basket ball.

Saheen : Do you have a court at your house?

Keya : No, I play in our school. We've a basket ball court in our school. Our game teacher supervises us when we practice basket ball.

Saheen : That's good. We don't have any basket ball court in our school. We have an open field. We play cricket and football. Our game teacher supervises us.

Keya : I can swim. What about you?

Saheen : Yes, I too can swim. Can you ride a bicycle?

Keya : No, I can't ride a bicycle. I'll learn it in the winter vacation.

Saheen : Try it. Cycling is a useful exercise.

The underlined sentences are statements. Statements are of two types. 1. Affirmative and 2. Negative.

B. Ask and answer the following questions:

a) Can you write your name?

b) Can you ride a bicycle?

c) Can you swim?

d) Do you have a computer at your home?

e) Do you like to speak English?

These are Yes/No questions. The answers to these questions will begin with Yes /No. Answer the questions in full sentences. One is done for you:

- Yes, I can write my name. / No, I can't write my name.

1. ..../............................

2. .... / ....

3. .... / ....

4. .... / ....

In each case, the first answer is affirmative and the second answer is negative.

Read the following sentences:

a) I have a car. (affirmative)

b) I don't have any car. (negative)

c) Sumon went to Dhaka last week. (affirmative)

d) Milon didn't go to Dhaka last week. (negative)

C. Read the sentences in the table below and write three more pairs of sentences in the empty rows:

Affirmative sentence	Negative sentence
I have a car.	I don't have any car
Sumon went to Dhaka last week.	Milon didn't go to Dhaka last week.

Note. When we say or state something in a positive sense, it is affirmative. On the other hand, when we state something in a negative sense, it is a negative sentence.

Read the following text:

Mita is reading in class 7. She is a good student. She is always attentive in her study. All her teachers like her. She is the best student in the class.

What kind of sentences are these?

Read the text with negative sentences:

Mita is not reading in class seven. Is she not a good student? She is never inattentive in her study. None of the teachers dislikes her. No other student in the class is as good as she.

Note. Affirmative sentences can be changed into negative sentences without changing the meaning. The examples are given above.

D. **Read the following sentences in** Column **A and match them with the negative sentences in** Column **B. One is done for you:**

Column- A	Column- B
1. The Royal Bengal Tigers are available in the Sundarbans.	Haven't you ever seen any Royal Bengal Tiger?
2. Have you ever seen any Royal Bengal Tiger?	Isn't the Royal Bengal Tiger a beautiful animal?
3. You can see tigers only in the zoo.	The tiger is not a common animal.
4. The tiger is a rare animal	Nowhere but in the zoo you can see tigers.
5. The Royal Bengal Tiger is a beautiful animal.	The Royal Bengal Tigers are not rare in the Sundarbans.

E. Match the sentences on the right column with those on the left. One is done for you:

a) He is an honest man.	a) The old man can walk slowly.
b) Lions are available in the jungles of Africa.	b) The stranger is not found anywhere.
c) The old man cannot walk fast.	c) It is not that a mouse is not afraid of a rat.
d) That stranger is found nowhere.	d) Lions are not unavailable in the jungles of Africa.
e) He is the best player in the team.	e) Manik always speaks the truth.
f) A mouse is afraid of a rat.	f) Only the shop keeper was waiting there.
g) Manik never tells a lie.	g) Is he not an honest man?
h) Always speak the truth.	h) None but a bird can fly so high.
i) Only a bird can fly so high.	i) No other player in the team is as good as he.
j) None but the shopkeeper was waiting there.	j) Never tell a lie.

Lesson 3: Interrogative sentences

A. **Read the following dialogue and identify the questions:**

Shopkeeper : Good evening sir! How can I help you?

Customer : Good evening! Can I get any English newspaper?

Shopkeeper : Sure sir. We have dailies and some monthlies and quarterlies. Which one do you like to have?

Customer : I want a daily newspaper please.

Shopkeeper : Here you are!

Customer : Thank you. How much is it?

Shopkeeper : 10 taka.

Customer : Do you have change of a 50 taka note?

Shopkeeper : Yes sir, here it is.

Customer : Thank you.

Shopkeeper : My pleasure!

Note. When we ask something to somebody, we use interrogative sentences. We can ask two types of questions: wh-questions and verbal questions. The structures of the two kinds of interrogative sentences are given below:

1. **Wh questions**

Wh+ verb+ subject+ extension

e.g. Why are you here?

- I'm here to meet my friend. (The answer should be in words or sentences)

Wh + auxiliary verb + subject + main verb+noun/ extension. (Wh questions)

e.g. Where are you going?

- I am going to market. (The answer should be in words or sentences)

Note. The questions that start with 'wh' question are called **'wh' questions**.

2. **Verbal questions**

auxiliary verb + subject + main verb + extension. (Yes/No questions)

e.g. : Are you going to market?

: Yes, I am.

: Do you like birds?

: Yes, I do.

: Have you done your home work?

: No, I havn't.

Answers should begin with 'yes' or 'no'.

Note. The questions that start with verbs (do, did, am, is, are, was, were, have, has, had, shall, will) are called verbal questions.

B. **Read and act out the dialogue:**

Sajib : Hello! How are you?

Panna : Fine. Thank you. How are you?

Sajib : Fine also, thank you. How is your study?

Panna :Good. How's yours?

Sajib : Also good. Where are you going this way? Shopping?

Panna : Right! I have to buy a pen and some other things from a grocery.

Sajib : The shop will be closed at 8 o'clock. What time is it?

Panna : It is a quarter past 7, so I may be late!

Sajib : I'm afraid so, go ahead. See you tomorrow.

Panna : Thanks, bye!

Underline the interrogative sentences in the dialogue above.

C. **Write a dialogue between you and your friend to get some information to write a paragraph on 'My friend'.**

D. **Write a paragraph on 'My friend'.**

E. **Read the passage below:**

Dhaka is the capital of Bangladesh. It is on the bank of the river Buriganga. Dhaka is a very old city. It was also the capital city during the Mughal reign. Once upon a time, in the Mughal period, the name of Dhaka was Jahangirnagar. Once Dhaka was a very calm and clean city and comfortable to live in. Now it is a crowdy place with traffic jam and floating people. The city is increasing day by day in its size to all sides. To overcome the traffic jam and to face the load of increasing transports flyovers are being built in Dhaka. The concerned authority is always busy finding out ways to improve the quality of living in Dhaka, the largest city of Bangladesh.

Now, ask 5-6 questions whose answers are found in the passage. For example: What is the capital of Bangladesh?

F. **Make questions with the words in the following table and ask and answer them.** (one is done for you):

Do I clean the board?

do	I	enjoy the movie
did	you	go there
Is	he	like the meal
are	she	going to Dhaka
was	they	raining

were	it	like fruit
shall	we	cross the border
should	this/these	furniture to be taken
does	Mary	clean the board
would	Babul	open the door

Lesson 4: Imperative Sentences

A. Read the story:

"The sky is cloudy. There may be a storm and rain within a short time. Shut the windows" said mother. "Don't go outside at this time," she also said. "Ok mother, we're not going anywhere. Let's go and hear a story from grandmother." The kids went to their grandmother and said loudly together, "Please grandma, tell us a story of ghosts. It's raining outside, we can't go out to play." Grandmother was going to say her prayers. She said, "Don't shout! Sit here silently." They took seats around her. She finished her prayer. Then she said to her grand children, "Listen attentively, I'm telling you a story about a ghost. To show your attention, say yes. Do you understand?" "Yes grandma" said the kids. "Once upon a time there were two sisters in a village beside a jungle. They lived in a hut made of bamboo and dry leaves. One day they went to the bazaar far away from their village. They bought a big Hilsha fish, a little oil and salt. Coming back from the bazaar in the evening the sisters started cooking their supper. They were frying the Hilsha. A very good smell was coming out of that fried fish. Well kids, remember what I told you." "Yes" shouted the kids all together. "Good my dear. There was a ghost of one eye and one horn in the jungle near their hut. He was attracted by the smell of the Hilsha fry and ran towards the hut. Coming at the door of the hut he said,

"Open the door. I want to eat the fish fry." The sisters were afraid at first to hear the crying of the ghost in nasal sound. They remained silent and looking at each other. The ghost again shouted, "Open the door, or I'll break in." The kids again said, "Yes" "The sisters quickly designed a plan to punish the ghost. The elder sister Halu said to the one eyed ghost, "If you want to eat the fried fish, come to the window quickly." The ghost was happy to follow the instruction of Halu. He came to the window. Then Malu, the younger sister, said, "Open your mouth. I'm giving the fish into your mouth" Then the ghost opened his mouth wide enough. Halu did a strange thing; can you guess what she did?" One of her grand children, the youngest one, said, "Put a piece of fish fry into the mouth of the ghost, right grandma?" She smiled to her, "You also like to have a fish fry, don't you? But that didn't happen exactly. Halu brought a hot fire wood and pushed it into the mouth of the ghost! The ghost started to cry by the burning. He fled away immediately towards the jungle and was shouting again and again, "I'll never come to the hut of Halu and Malu".

B. Read the sentences below taken from the story above and guess what their functions are:

- Shut the windows.
- Don't go outside at this time.
- Let's go and hear a story from grandmother.
- Please grandma, tell us a story of ghosts.
- Don't shout.
- To show your attention, say yes.
- Well kids, remember what I told you.
- Open the door, or I'll break in.

Find out other such sentences in the story.

Note. These are imperative sentences. They express orders, commands, advice, suggestions, proposals, requests, prohibitions, and instructions. You can ask someone to do something by using an imperative sentence.

C. Read the situations below and write imperative sentences. Remember, a positive imperative begins with a main verb and a negative imperative begins with a negative auxiliary (do not / don't) :

1. Ask your friend to switch on the light.

   Please --

2. Ask for snacks in a restaurant.

   Bring --

3. Advise your younger brother to be attentive in study.

   Be attentive---

4. Request your mother to give something.

   Please--

5. Ask somebody not to do something. (forbid)

   Don't tell--

6. Teacher tells a student to go out of the room.

   ----

7. Somebody is very angry and asking someone to do something immediately.

   ----

8. Ask somebody to remember something.

   ----

9. A naughty boy is giving a threat to one of his friends.

   ----

10. Tell your classmates to go to the stadium to watch a cricket match.

D. Read the passage below and fill in the gaps with the words in the box:

don't	let's	should	never	snatch

Rifat went to his village home in the Summer holiday. He enjoyed the time very much with his cousins there. They went to many places around the village. One of his cousins showed him a bird's nest in a banyan tree. All of them were excited to see the nest and the baby birds. One of them ran to the tree and tried to climb on to catch the baby birds. Rifat said to him, "No, ----- do that. Don't ------ away the kids from their mother." Nantu said, "But it is fun, ------ climb the tree and watch what the kids are doing." Rifat said, "We ----- not disturb them." Milon said, "Right, our teacher said, "------ torture the baby birds or any other animals around us for your pleasure. It is harmful for the environment."

E
1. You went to your village to meet your relatives. You found that some village children cannot wash hands properly. Write how you will encourage them to wash their hands properly using imperative sentences.
2. Recall how your teachers gave instructions using imperative sentences and write at least five of them.
3. Does your mother/father advise/ forbid/ request you to do something using imperative sentences? Write at least 10 of them.
4. If/ you/ want/ a glass of water, how will you ask your younger brother/sister for it?

Lesson 5: Exclamatory sentences

A. Shanta got the first prize in the drawing competition in her school. She told this to her cousin over telephone. Her cousin said, “Great! What a wonderful job you have done!” Her parents were also very happy to hear the news. They congratulated her and said, “What a surprise!”

Note. When we express joy, happiness and wonder, we use exclamatory sentences with the sign !. e.g. Great! What a wonderful job you have done! Can you find another sentence like this in the passage above?

B. Read the story below:

One day a crow got a piece of meat from the kitchen of a cook. He was very happy and flew away towards the forest with the piece of meat in his mouth. He sat on a branch of a tree to eat the meat. A cunning fox saw the crow with the piece of meat in his mouth. The greedy fox wanted to have that piece of meat from the crow. He came under the tree and started to praise the crow. He said, “What a beautiful bird is sitting on this tree! I never saw any one like him in my life.” The crow was happy to hear that. The fox again said, “This beautiful bird can sing very sweetly I believe. Oh, how much I desire to listen to his singing!” The crow felt joy in his heart again. The fox then requested him to sing. The flattered crow opened his mouth to sing. The piece of meat dropped down and the fox picked it up. The crow said, “What a great fool I am!” He also said, “Alas! I have lost the meat.”

C. Read the following sentences and notice what they look like:

- What a beautiful bird is sitting on this tree!
- Oh, how much I desire to listen to his singing!
- What a great fool I am!
- Alas! I have lost the meat.

What kind of sentences are these? What kind of feeling or emotion do they express? --- ------ ----- ------ ---- ----- ----- --- ---- ---- --- --- -- ---- ---- --

D. Read the passage below:

Andrew came to Bangladesh last year. He wanted to visit a Bangladeshi river. His Bangladeshi pen-friend Nasima suggested seeing the river Bramhaputra in Mymensing, a town not very far from Dhaka. Andrew liked the idea. The journey to Mymensing took four hours from Dhaka. He said to Nasima, "Good heavens! We have reached at last." He went there with some of the local students. Andrew was highly impressed to see the beauty of the river and the two sides. He said "How charming!" They went to the other side of the river to have tea with fresh cow milk. On the way they found a place where the riverside is polluted by the garbage from a food shop. To see this Andrew said, "How can they pollute this place!" Nasima became angry to see this and said, "Curse to the people who are doing this."

Identify the exclamatory sentences in the passage above.

E. More examples of exclamatory sentences for you:

a) Hurrah! We won the series.

b) Good morning!

c) Oh, what misery in store for her!

d) Fie, they don't take care of their old parents!

e) Had I but wings to fly!

f) If I would be a Queen!

Write 5 more sentences like these.

F. Rewrite the following sentences as exclamatory sentences:

a) I wish I would be a King.

b) The garden is very charming.

c) We rejoice that our team won the match.

d) I wish you good morning sir.

e) The place is very dirty.

f) Let curse befall the traitors of the country.

g) This town is very peaceful.

h) I am very desirous to meet you once more.

G. Suppose you are for the first time on the beach of Cox's Bazar. Describe how you express your wonder in exclamatory sentences.

Lesson 6: Optative sentences

A. **Read the poem below:**

"May God bless and keep you always,
May your wishes all come true,
May you always do for others
And let others do for you.
May you build a ladder to the stars
And climb on every rung.
May you stay, forever young."
(Bob Dylan, "Forever Young." Planet Waves, 1974)

Note. Most of the sentences here are optative. They express wish. Underline the optatives in the poem:

B. **Here are some more optative sentences for you:**

a. Hope for the best.

b. All the best.

c. May Bangladesh live long.

d. Would that I were your friend.

e. Have a nice holiday.

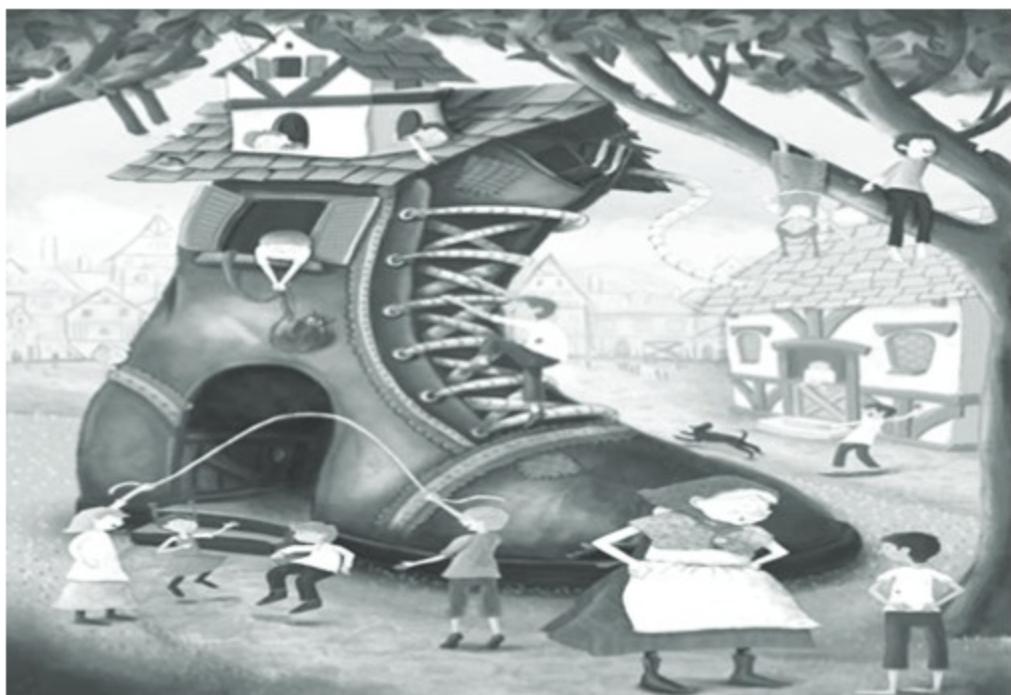
f. May you be happy.

g. Wish you back home safe.

h. Wish you a safe and pleasant journey.

Can you write more sentences like these?

1. ---
2. ---
3. ---
4. ---
5. ---

Note: An optative sentence is used to pray or wish.

C. 1. Write how you wish your friend for coming round soon from sickness.

2. Write a message wishing a happy new year to any of your close friends or relatives.

3. Pray for the welfare of your country.

4. Pray for somebody to be successful in business.

5. Pray for the Bangladesh cricket team to win the match and prepare three banners.

Unit Twelve

Introductory 'There'

Lesson 1: Introductory 'There'

A. Look at the picture and read the following rhyme:

" There was an old woman

Who lived in a shoe,

She had so many children,

She didn't know what to do."

Ask and answer the questions:

1. Which word does the rhyme start with?
2. How is the old woman introduced to readers?

> **Note: *'There'* is often used at the beginning of a sentence to introduce someone or something. In fact, it is used to start a sentence. Although *there* is normally an adverb of place, the *introductory there* does not have any adverbial sense and is used to introduce a sentence.**

Read the sentences with introductory 'there':

1. There is a river beside the village.
2. There are many mango trees in our village.
3. There is a mosque inside the palace area.

The structure of sentences with introductory 'there' is:

There+ to be + subject+ adverbials

There + is + a river + beside the village.

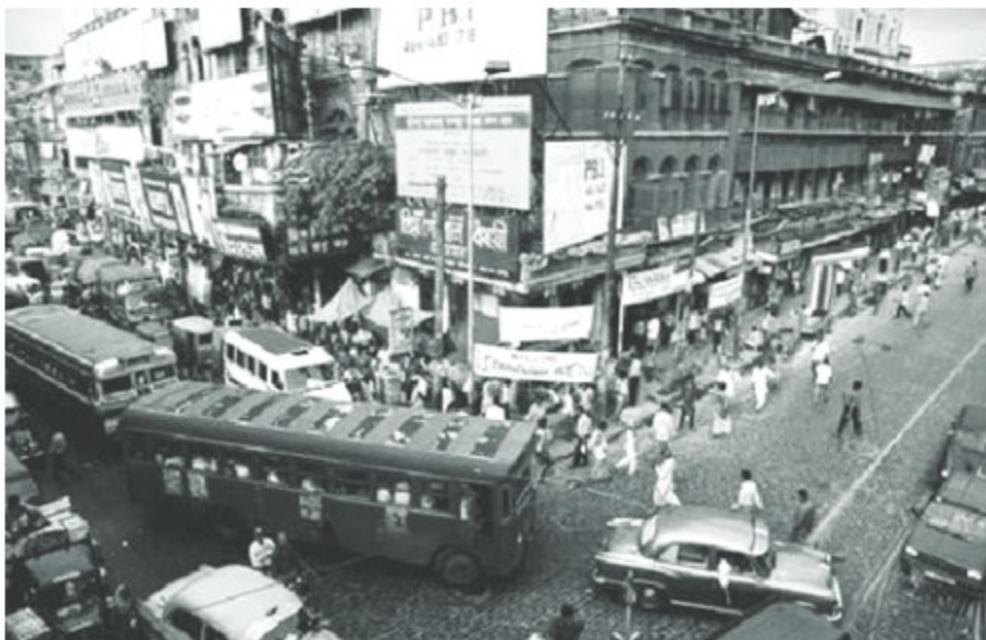
Can you divide two other sentences to show the structure?

B. Read the passage below:

We have a garden. There are many flowers in the garden. There are also some vegetable plants in the garden. The garden gives us fresh vegetables and mental pleasure. We take care of the garden.

The underlined sentences can also be expressed in the following way:

Many flowers are in the garden. Some vegetable plants are also in the garden.

Note: Adding **introductory there** is preferred and natural with the subject 'some vegetable plants'.

Read the passage below:

Bring the pot, please. There is some sugar in the pot. You may put more sugar in your tea. Do you like to have some cookies with tea? Here are cookies in the bigger pot beside the sugar pot.

> **Note.** We use **there is** with a singular subject and **there are** with a plural subject. There are more examples of introductory **there + to be + singular/plural subjects** for you:

1. There is darkness everywhere in the house. There is no sound anywhere. The boys enter the house. There are some bats in the corner of the dark room. Suddenly they start flying around them making sounds. All of a sudden there is thunder outside. There are two doors behind them. The doors are shut by the sudden wind. There is no way out!

2. There was a noise outside. Karim opened the door and found Goni there. He was afraid. There was something wrong with him. There were also a lot of people waiting outside. They were shouting. There was a bus accident in the highway. Goni was the driver of that bus which killed two pedestrians.

C. 1. Look at the picture and describe what you see in the picture and write sentences on the structure **there + to be + singular/plural subjects**:

2. Now write a paragraph on **A Street.**

Note. After **there is**, the structure **no + gerund** can be used to indicate impossibility.

There is no knowing what she did with the money. = It is impossible to know what she did with the money.

There is no denying the fact that she stole the money. = It is impossible to deny the fact that she stole the money.

There is no knowing what will happen. = It is impossible to know what will happen.

D. **1. Make sentences with the words in the following table :**

There	is	a bridge over the river
	are	a tree in front of the house
	was	some girls on the roof
	were	many birds in the winter season in Bangladesh
	must be	no snakes in the garden
	have been/has been	mosquitoes in the jungle
	shall/will be	some problem with her
		nobody like you
		no denying the fact that he killed the bird
		no storm
		no way to come out
		many children to go to sleep without food

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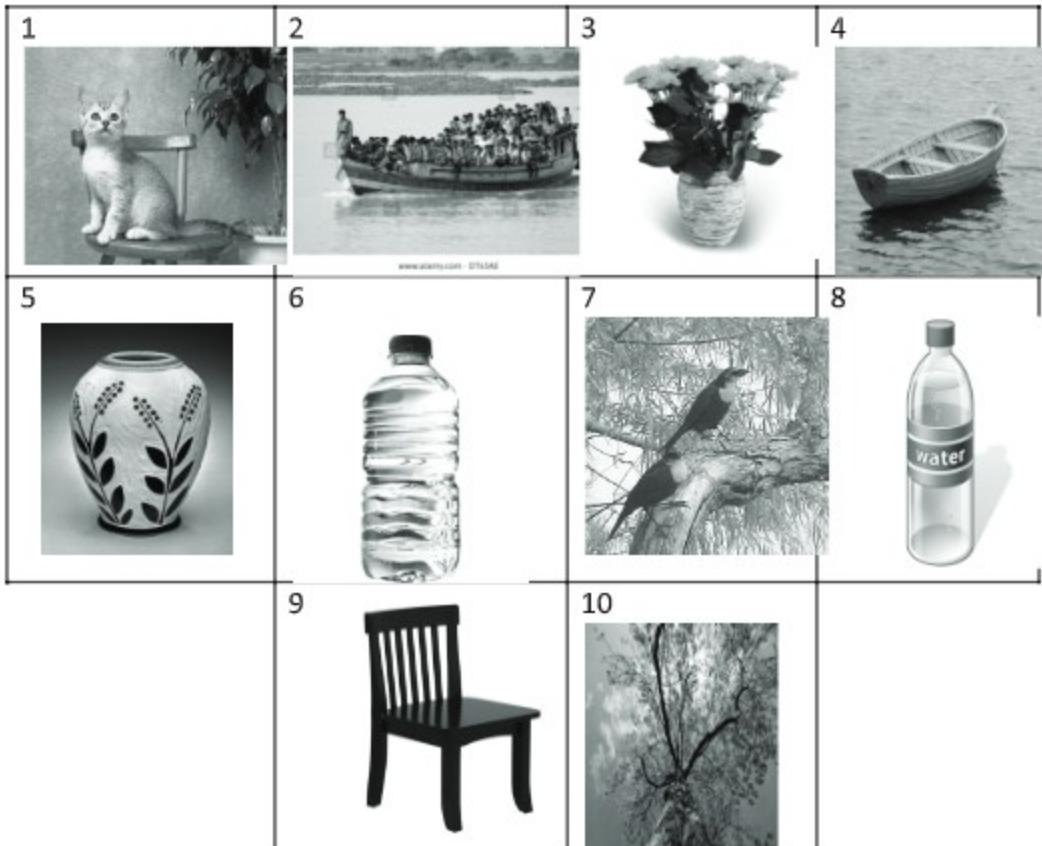
2. Look at the picture and describe what you see in it:

Unit Thirteen

There isn't /There aren't

A. Look at the pictures and say what things are there. One is done for you:

1. What is there in picture 1?

   - There is a cat on the chair.

2. Is there any water in the bottle of picture 6?

   - No, there isn't any water in the bottle.

Note. We use 'there is' and 'there are' to say that something exists. 'There is' is used for a singular noun. 'There are' is used for a plural noun. Read the following sentences:

- There is a pen under the book.
- There is a cow in the field.
- There are many people at the station.
- There are many stars in the sky.

Look around the classroom. Say what is/isn't and are/aren't in the classroom. Write all the sentences on the following structure:

There is/isn't and there are/aren't + subject+ extension

B. Look at the picture of a living room. Make a list of things in the room and also say what things are not in the room.

Read the following sentences:

- There is no light in the room.
- There are no children in the park.
- There is no lion in the zoo.
- There are no clouds in the sky.

Note. The Negative is formed by putting 'no' after *is* and *are*

C. The sentences can be expressed in the following way:

- There **isn't** a lion in the zoo.
- There **aren't** clouds in the sky.

Note. The sentences here contain the contractions isn't and **aren't.**
Rewrite the following sentences using contractions **isn't / aren't**:

1. There is no water in the jug.
2. There is no rickshaw in the street.
3. There is no milk in the bottle.
4. There is no time to wait.
5. There is no security guard here.
6. Are there any children with them?
7. Are there any examples to write?
8. There are no spices left in the box.
9. There is no item left to include in the list.
10. There are no players in the court.

D. Read the sentences below:

- There are no people in the party. Or There aren't any people in the party.
- There are no stars in the sky. Or There aren't any stars in the sky.
- There are no corns in the field. Or There aren't any corns in the field.

We also use **there isn't** with **uncountable** nouns:

1. There is no sugar in the pot.

   There isn't any sugar in the pot.
2. There is no water in the river.

   There isn't any water in the river.
3. There is no dust after the rain.

   There isn't any dust after the rain.

Write more examples like these:

More examples are given in the following dialogues:

Robin : There's a grocery over there, isn't there?

Ripon : Right you're but there isn't any medicine corner near this place.

Robin : Really, so you've to go far away to collect medicine, haven't you?

Ripon : Yes Robin. Lots of troubles the people here have to face for that.

Robin : There isn't any air pollution in your village. That's good.

Ripon : Because there are many trees and green fields in our village. So there aren't many diseases here.

E. Write 5 sentences using *there isn't* and *there aren't* in your situation.

One is done for you: There isn't any computer at my home.

F. 1. Write a dialogue using 'there isn't' and 'there aren't' and act it out (group work). Some clues are given in the table below:

There	isn't/aren't	any computer in this room.
		any bad smell here.
		any germs in the water.
		any mosquitoes in this room
		any dust in this room
		any water in the bottle

2. Rewrite the following sentences using 'isn't/ aren't'. One is done for you:

a) There are many villages in our country.

There aren't many villages in our country.

b) There is a biting dog in the house.

c) There is an old tree beside the river.

d) There are no snakes in the jungle.

e) There is no police man in the street.

f) There are no beggars on the station

g) There is no cleaner in the hotel.

h) There is no room service in this hotel.

i) There are no tourists in this season.

j) There is no electricity in the city.

3. Suppose there is no tubewell for drinking water in your village. You have to go to the neighbouring village to collect drinking water. The people in the village are suffering from various kinds of diseases and problems. Describe all these problems to your friend.

You can start this way: There isn't any tubewell in our village.

Unit Fourteen

Infinitives, Gerunds and Participles

Lesson 1: Infinitives

A. Read the following passage and look at the underlined words:

To walk early in the morning is good for health. One can get rid of various diseases by walking regularly. It is better to walk on the riverside or in the garden. The fresh air and the green plants are good for body and mind. Many people walk early in the morning to keep body and mind healthy and fresh.

[**Note:** These are **infinitives**. An **infinitive** is the base form of a verb but it has different functions.]

Look at the following examples and see how differently an infinitive functions:

a) *To jump* is fun. (noun; subject of the verb *is*)

b) I like *to swim*. (noun; direct object of the verb *like*)

c) She had a suggestion *to offer*. (adjective modifying *suggestion*)

d) He called *to warn* her. (adverb modifying the verb *called*)

e) We decided *to travel* there at night. (noun; object after a transitive verb)

Write more examples of infinitives.

[**Note:** the examples above are of infinitives with 'to']

Examples of infinitives without 'to':

1. They'll meet you tomorrow. (modal + infinitive)
2. Don't make us laugh.
3. She let her son take his own decision.
4. Let me conclude my opinion.

[**Note:** Infinitives without 'to' are called 'bare infinitives' also.]

B. Read the passage below and identify 'to+ infinitives' and 'bare infinitives':

A crow was thirsty. He was flying around to find water. The day was very hot. Water was not available anywhere. Suddenly the crow found a pitcher. He thought there might be water in the pitcher. But the water was at the bottom of the pitcher. The crow was wondering how to drink the water. As he began to look around, he saw some pebbles lying on the ground nearby. Seeing this, he thought of a way to use the pebbles to reach the water at the bottom of the pitcher. Then the crow picked up the pebbles with his beak and dropped them in the pitcher to make the water rise. Soon the water level was high enough for the crow to reach. Thus he was able to drink enough water to quench his thirst.

C. Write some sentences with infinitives with/ without 'to'.

Lesson 2: Gerunds

A. Read the following passage and look at the underlined words:

Swimming is a good exercise. It is also a very useful skill for safety. It is an interesting sport. One must practice swimming to enjoy the sport. One should not get down into water immediately after eating. There is a chance of drowning if you get down in water after eating. Floating on the water is an enjoyable game. It is also an important life saving skill. This skill may save us from drowning. It is necessary to learn swimming by taking help of a trainer.

Note. These are gerunds. A **gerund** is the present participle form of a verb (verb+ ing) which works like a noun.

B. Read the passage below and underline the gerunds:

Travelling is a good practice to acquire knowledge and experience. Visiting many places, we can be familiar with different geographical and cultural features. Those who travel for sight-seeing prefer to visit places which are unusual to them. They may go hiking or sailing. In our country the winter season is best for travelling. Driving long in this season is comfortable and safe.

A gerund can take different positions in a sentence.

Look at the following sentences:

- Eating much is harmful.
- Driving too fast is dangerous.
- Walking is a good exercise for everybody.
- Her knitting is beautiful.

  In these sentences, the gerund is the subject.

A gerund can be used as the object in the sentence.

For example:

- I didn't mind joining the music competition.
- She likes sleeping in the afternoon.
- I enjoy reading and writing.
- He finished playing at 9 o'clock.

Gerund after preposition:

1. I have no objection to walking.
2. She is fond of shopping.

C. Make sentences with the following gerunds:

Dancing (as subject), praying (after a preposition), watching (as object), shocking (as object), meeting (as subject), sleeping (after a preposition), fasting (as subject), surfing (as subject), typing (as object), closing (after a preposition).

Lesson 3: Participles

A. Read the following passage and look at the underlined words in different positions:

The dancing peacock displayed his feathers. The people who gathered there enjoyed the show. Peacocks are found displaying feathers when it rains. So it is a rare opportunity to see a peacock dancing and displaying feathers. Peacocks are found dancing in the open space in front of the forest. We are charmed by their dancing.

Note. These are participles. A **participle** is a verb that ends in *-ing* (present participle) or *-ed, -d, -t, -en, -n* (past participle). Participles may function as adjectives describing or modifying nouns. See more examples:

The talking parrots entertained the crowd. (present participle)

The wrecked sailboat washed up on shore. (past participle)

Note. But participles have another function. When used with helping verbs such as *to be* and *to have*, they are action verbs and form several verb **tenses.**

Example:

1. She is thinking of the children.
2. The conference room had been cleaned before they arrived.
3. The job has been done successfully.

Write more sentences like these.

B. 1. Fill in the gaps with the right form of verbs:

a. Eliza recommended ----------- (eat) in a low cost restaurant while we're in Hong Kong.

b. I demand ---------- (talk) to the manager of the hotel immediately.

c. My grandmother recalled --------- (see) a plane for the very first time when she was six.

d. She claims ------- (be) related to George Washington, but I don't believe her.

e. This broken bicycle needs -------- (fix) before someone can ride it.

f. I can't think of ------- (drive) such a big car when gas prices are so high, not to mention what it does to the environment.

g. She managed -------- (communicate) with them, even though she didn't speak their language.

h. Don't hesitate ------- (ask) for help if you don't understand the directions.

i. The course lasts ten days and involves --------- (hike) more than fifty miles through rugged mountainous terrain.

j. She refused --------- (speak) to me after our fight.

What kind of verbs are these? ------------------------------

2. Complete with right form of verbs:

a. I began (learn) French when I was a young boy.
b. We thanked him for (come) to the party.
c. He keeps (lie) to everybody.
d. Would you mind (open) the window please?
e. John has at last given up (smoke).
f. Mary doesn't like (be) late for school.
g. (Read) novels is his favourite pastime.
h. Don't start (sing) until you are asked to.
i. Do you remember (write) to him?
j. Jack can't stand (ride) a bus.

What kind of verbs are these? -----------------------

3. Write the past participles of the following verbs. An example is given for you:

Verb	**Present participle**	**Past participle**
sleep	sleeping	slept
publish	-------	--------
go	-------	--------
find	-------	--------
arrest	-------	---------
swim		
develop		
pick		
fall		
say		
give		

4. Fill in the gaps with the right form of verb:

a) This story is (go) to be published in the magazine.

b) It's -------- outside (rain).

c) I found the girl in the garden ------- (sleep) alone.

d) The thief was ------ (catch) by the people.

e) Mr. Mamun is in his living room ------ (watch) television.

f) This news will be ------ (publish) in *The Daily Star*.

Unit Fifteen

Capitalization and Punctuation

A. Read the passage below:

Musa Ibrahim is the first Bangladeshi who reached the summit of Mount Everest. Mt. Everest is the highest pick of the Himalayas. He had a dream to win Mount Everest. To make his dream real he tried heart and soul. He got Advanced Mountaineering Training from Himalayan Mountaineering Institute, Darjeeling, India. He was a journalist by profession. He worked as a sub editor in The Daily Star. He founded Everest Academy in 2011 for a wide participation of the youth in the mountaineering and adventure activities.

Note. The underlined words start with capital letters (upper case). Other words begin with small letters (lower case). There are rules to use capital letters in English. The use of capital letters is called **capitalization**.

B. Use of Capital letters:

- A sentence begins with a capital letter. For example,

  We want to learn English capitalization rules.
  These students are learning English as a foreign language.
  The sky is cloudy.

- The first word of a quoted sentence begins with a capital letter.

Teacher said, "**A**lways speak the truth."

- Proper nouns begin with capital letters. (Names of people, specific monuments, cities, states, etc.). For example,

  Mr. **T**arek asked if **A**li would help.
  Uncle **B**ill took us to **D**allas.

- A person's title begins with a capital letter when it comes before his or her name (**D**r. Rehana)

- The position of High-ranking government officials begins with a capital letter. (for example, **P**resident Bill Clinton, **A**ttorney General Shahed)
- The pronoun **I** is <u>always</u> capitalized whenever it is used. For example,

  I want to go to Sylhet.
  My sister and **I** are in the same class.

- The first and any important word in the title of a book, magazine, song, movie, poem, or any other work begins with a capital letter. For example,

  Read the first chapter of ***G**ulliver's **T**ravels*.
  I saw ***A**merican **P**ie* last year.

C. Read the following passage and rewrite it using capital letters where necessary:

mahmuda is an intelligent girl. she reads in class 7. the name of her school is kushumpur high school. her favourite subject is english. She has one sister, named lubna. they live in kushumpur, a village in bogra.

D. Punctuation

Read the following passage:

Once a lion, a fox, and a wolf went hunting. They ultimately spotted a stag and killed him for their food. While sharing the hunt, "Quarter me this stag", roared the lion and other animals skinned and cut the spoil into four equal parts.

Note. In the passage there are some marks with the words. These marks help us to understand the passage. These marks are the punctuation marks. **Punctuation Rules**

Apostrophe (')

Examples: 1. She can't join the party. (cannot)

2. Hon'ble President (Honourable)

3. Girls' school

4. This is Karim's house.

Note. To indicate omission of letters and the genitive case of nouns (') is used.

Period '.' or 'full stop'

1. A complete sentence that makes a statement or command ends with a period. In British English a period is called a 'full stop'.

Today is my birthday.
Blow out the candle.
He went to Khulna last week.

2. Most abbreviations end with a period.

Dr. Smith lives on Creek Rd. near St. Mary's Hospital.

Question Mark '?'

1. A question ends with a question mark.
When is she coming?
Are you Pollobi Khisa?

Exclamation Point '!'

1. The exclamation point is used at the end of a sentence to indicate great surprise. It is also used for emphasis when making a point (strong feeling / excitement).
Be careful not to use the exclamation mark too often.

What a wonderful day it is!
That ride was fantastic!
I can't believe he is going to marry her!

Comma ','

1. A comma separates things in a series (List of items):

I ate rice, vegetables, and fish.
I like reading, listening to music, taking long walks, and visiting my friends.

This is one of the most common uses of a comma. Notice that a comma is included before the conjunction 'and' which comes before the final element of a list.

2. A comma separates an interruption from the rest of the sentence:

Mr. Walker, our teacher, is very clever.

3. A comma separates two independent clauses that are connected by a conjunction such as 'but':

They wanted to purchase a new car, but their financial situation would not allow it.
I would really enjoy seeing a film this evening, and I'd like to go out for a walk.

4. A comma separates phrases (or clauses) from the principal clause:

In order to pass the exam, you need to study more.
Although he wanted to come, he wasn't able to attend the course.

5. A comma introduces a direct quote:

The boy said, "My father is often away during the week on business trips."
His doctor replied, "If you don't stop smoking, you run the risk of a heart attack."

Colon ':'

1. A colon shows the reader that a list or explanation follows:

I will need the following items: scissors, paper, glue, and paint.

He had many reasons for joining the club: to get in shape, to make new friends, to lose some weight, and to get out of the house.

2. To introduce a direct quote (a comma can also be used in this situation):

He announced to his friends**:** "I'm getting married!"
She cried out**:** "I never want to see you again!"

Semicolon ';'

There are **two uses** for a semicolon:

1. To separate two independent clauses. One or both of the clauses are short and the ideas expressed are usually very similar.

He loves studying**;** he can't get enough of school.
What an incredible situation**;** it must make you nervous.

2. To separate groups of words which are themselves separated by commas:

I took a holiday and played golf, which I love**;** read a lot, which I needed to do**;** and slept late**;** which I hadn't done for quite a while.

They plan to study German, for their travels**;** chemistry, for their work**;** and literature, for their own enjoyment.

Warning: Do not use a capital letter after a semicolon, unless it is followed by a proper noun.

Quotation Marks (double " or single ')

1. Quotation marks are used to identify the exact words of a speaker:
   President Bush said, "We will not tire, we will not falter, and we will not fail."

2. For a speech within a speech, the other style is used as inner quotation marks:
   'Dave said, "Good afternoon, Frank"', recalled Frank.

Warning: Place the punctuation marks outside quotation marks, unless they are logical parts of the quotation.

His answer to this was "no"; but two years later, he changed his mind.
Did he say "yes" or "no"?

E. Rewrite the following passage using capital letters and appropriate punctuation marks:

rip van winkle stopped by a place where there had been a school and asked the crowd that had gathered where is schooner, the school master somebody said oh schooner he went to war in sixty three and never came back and van ammel asked rip van winkle he died eighteen years back said another voice in the crowd rip van winkle thought he was going mad had he slept all these years on the mountain finally rip van winkle asked does anyone here remember rip van winkle a very old woman said yes he was my lazy son he went up the mountains twenty one years back but never returned His dog came back without him rip van winkle was overjoyed he said mother it is me rip van winkle dont you recognize me oh my son it is really you where have you been all this while mother and son hugged each other. rip van winkle had indeed slept for twenty-one years.

Unit Sixteen

Direct Speech and Indirect Speech

Lesson 1: Statements

A. **Read the following passage:**

Maria said to her mother, "I am unwell. I am feeling feverish. But I have done all my homework." Maria's mother said, "I have already prepared the breakfast. You will take rest after your breakfast." Maria said, "Mothers are always caring."

In the passage above, the exact words of the speakers are put within quotation marks. Such words make a **direct speech**. When a direct speech changes into an indirect speech, it undergoes some changes.

Now notice the changes:

Maria told her mother that she was unwell. She also said that she was feeling feverish. But she had done her homework. Maria's mother said that she had already prepared the breakfast. She then said that Maria would take rest after having her breakfast. Then Maria said that mothers are always caring.

This is an example of indirect speech.

In a direct speech we say exactly what was said by the speaker. But in an indirect speech someone reports in a different way what was said by the speaker.

Read the following examples to see how a direct speech changes into an indirect speech:

He **said**, "I teach in a school" (Direct speech)
He **said** that he taught in a school. (Indirect speech)

They **said**, "We are going to the cinema." (Direct speech)
They **said** that they were going to the cinema. (Indirect speech)

Note: If the reporting verb (here 'said') is past tense the tense, of the direct speech will change in the indirect speech.

See the changes in the following examples:

He said, ''I want the book. ''.

He said that he wanted the book.

The simple present changes into simple past.

She said, 'I am coming.'

She said that she was coming.

The present continuous changes into the past continuous.

He said, "I have completed the task."

He said that he had completed task.

The present perfect changes into the past perfect.

But if the reporting verb is in the present tense, the tenses in the direct speech do not change.

He says, "I am leaving."

He says that he is leaving.

We use inverted commas to mark off the exact words of the speaker. In the indirect speech, we do not use inverted commas. In changing the above direct speeches into indirect, certain other changes have been made. Such as:

i) We have used "that" after the reporting verbs.

ii) Change in time: Time is changed according to certain rules like *now* to *then*, *today* to *that day*, *tomorrow* to *next day* and *yesterday* to *previous day*.

Here is a table of some conversions of time.

now	then / at that time
today	yesterday / that day
yesterday	the day before yesterday / the day before
last night	the night before
last week	the week before / the previous week
tomorrow	the next day / the following day

B. Now rewrite the following in indirect speech:

1. *Maria said to her mother, 'I have got 10 out of 10 in mathematics class test. I am very happy. My teacher became very happy. I'll do my homework regularly. Then I'll get good marks in every subject.' Mom said to Maria, 'Practice makes a man perfect'.*

2. Give examples of the mentioned tenses and complete the table. One is done for you:

Simple Present I attend my classes regularly.	Past Simple:
Present continuous:	Past continuous
Present Perfect:	Future perfect:

C. Change the following sentences into indirect speeches:

a. I say, "I want to sleep."

b. He says, "I like mangoes".

c. You said, "I will meet my teacher."

d. They said, "We are starting now."

e. Mother said to me, "I was waiting for you for a long time."

f. Maria says, "My father is an Engineer."

g. He said, "I have passed the math test."

h. She said to me, "You are my only friend."

i. He said, "I have got a bad headache.

h. Meena said, "I am very busy now."

Lesson 2: Questions

A. Read the following passage:

Mother said to Maria, "Are you hungry?" She also said, "Did you finish your tiffin at school?" Maria said, "Yes". Then mother asked again, "Do you want to take sandwich tomorrow?" Then Maria said to her mother, "What are you doing now?" She also asked "Why are you looking so tired?"

Now look at the changes of these questions into indirect speeches:

Mother asked Maria if she was hungry.

She also asked her whether she had finished her tiffin at school.

Mother asked again if Maria wanted to take sandwich the next day.

Maria asked her mother what she was doing then.

Maria asked her again why she was looking so tired.

Note: To report a **Yes/No question**, we use **if** or **whether but in case of 'wh' questions the question word is retained in the indirect speech.**

Notes:

i) If the direct speech is a question, the reporting verb in the indirect speech is changed into "asked".

ii) In an indirect speech the question turns into a statement and the verb goes after the subject like *she was, she had, she wanted.* So use no question mark.

B. Change the following sentence into indirect speech:

Robi said to Maria, "Why are you crying? What makes you so upset? Is there anything wrong with your classmates? Have you got punishment in school?" Maria said, "Why are you so anxious?"

C. Change the following sentences into indirect:

a. Maria said to her mother, "Do you always get up early?"
b. The teacher said to Maria, "Who were you waiting for?"

c. I said to you, "What do you want?"

d. The policeman said to him, "Are you in a hurry to cross the road?"

e. Jaya said to the watchman, "Did you find the key anywhere?"

f. Kamal said to the driver, "Can you take me to the lawyer now?"

g. You said to me, "Why are you wasting your time?"

h. She said to you, "When will you start from New York?"

i. I said to my brother, "Where were you this morning?"

j. He said to me, "Do you like music?"

Lesson 3: Imperatives

A. In our daily life we find ourselves in various types of situations. In different situations, our expressions vary. In school, Maria's teachers command her to perform her work. Sometimes it is a direct command. Sometimes it is a request. In direct commands and requests, we use the 'base' form of the verb. When we change them into indirect forms, we use words like "tell" (for commands), ask, request or beg (for requests).

Look at the following sentences:

Maria's teacher said, "Maria, open the window."

The teacher told Maria to open the window.

The teacher said, ''Maria, bring a marker please.'' (Direct request)

The teacher requested Maria to bring a marker. (Indirect request)

There are other situations when we have to use some other words. Now we will see some more words for indirect expressions.

It was very cold and Maria's mother became worried for Maria and told her to wear warm clothes. Mother said to Maria, 'Do not go out without warm clothes.' Maria said to her mother, 'Let us go inside the car.' Then mother said, 'Let me bring the warm clothes first'. Mother brought the clothes and they started for their aunt's house as it was a fine holiday.

Look at the changes now:

Maria's mother forbade Maria to go outside without warm clothes. Maria proposed that they should go inside the car. Mother then proposed that she should bring the warm clothes first.

Sometimes we use 'advice' or 'urge'. If Maria's teacher says, *"Obey your parents"*, then we change it in this way:

Maria's teacher advised her to obey her parents.

Again the teacher said to the class, *"Keep quiet."*

The teacher urged his students to keep quiet.

B. Read the speech and write a rule to change it:

The teacher said, "Be regular in the classes."

2) Use the correct form of the verbs in the box to fill each gap in the following sentences. Use each verb once:

request	1. Rumi _________ Rubi to tell a lie.
ask	2. Maria _________ her mother to give her the towel.
advice	3. The teacher always __________ the class to be punctual.
urge	4. Mother ___________ Maria to have a walk every morning.
propose	5. The leader __________ his people to work for the development of the country.

C. Change the following sentences into indirect:

a. Father said to me, "Get on your feet!"

b. The teacher said to me, "Open your notebook."

c. Ruma said to her brother, "Stop making a noise."

d. The officer said to us, "Do not park here."

e. Meena said to her mother, "Please wait for me."

Lesson 4: Optatives

A. **The sentences which express hope, prayer or wish are called optative sentences.**

If the direct speech begins with the word "would", we change the reporting verb into "wished".

Mother said to me, "Would that your father were here today!"

Mother wished that my father had been there that day.

The teacher said to the students, "Would that I were on leave today!"

The teacher wished that he had been on leave that day.

He said, "Would that I were rich!"

He wished that he had been rich.

B. **To change optative sentences into indirect speech, we have to follow the following rules:**

When the direct speech starts with the word '**may**', the reporting verb '**say**' is replaced by the word 'pray'.

When the direct speech starts with the word '**would**', the reporting verb '**say**' is replaced by the word '**wish**'. '**May**' is changed into '**might**'.

Mother said, "May my son stand first in the class!"

She prayed that her son might stand first in the class.

He said to them, "May you prosper in life!"

He prayed for them that they might prosper in life.

They said. "May the police arrest the thieves!"

They prayed that the police might arrest the thieves.

Note: In the Indirect Speech, the optative sentences become assertive sentences.

More examples

Direct Speech	Indirect Speech
Maria said to her aunt, “May you live long.”	Maria prayed that her aunt might live long.
My mother said to me, “May you succeed in the test.”	My mother prayed that I might succeed in the test.
Uncle said to Maria “Best of luck.’’	Uncle wished Maria best of luck.

C. Change the following passage into direct speech:

It was Maria’s birthday. Everybody wished her happy birthday. Her parents wished many happy returns of the day. Grandma prayed that Maria might succeed in life. Maria also prayed that Allah might bless them all.

D. Change the following sentences in to indirect:

1. She said, “May you succeed in the examination!"
2. He said," May God bless you with success!"
3. The beggar said to him, “May you prosper in your business!"
4. The old lady said to her," May you live long!"
5. People said," Long live our Prime Minister!"
6. The Priest said to the lady,” May God bless you with a lovely son!"
7. He said, "May you ever be happy."
8. She said, “May you ever smile”

Lesson 5: Exclamatory sentences

A. Maria and her mother reached Maria's aunt's house.

Read the following text:

Maria's aunt said to them, *'Good afternoon. I hope Maria's father is coming soon.' Maria joined her cousins. They said, 'What a nice afternoon it is!" They started to play. They were in two groups. Maria's cousin, Robi, was the leader of a group. They played carom. Robi's group won the game. They said, 'Hurray! We have won the game.' Maria said, 'Alas! How foolish I have been.' Maria's aunt is a good lady. She came to them and said, 'Bravo! You all have done well.' After spending the whole evening Maria's family had their dinner with their aunt, uncle and cousins. Then it was the time of departure. Maria and her parents said, 'Good bye everybody.'*

Now read the indirect speech and see how the changes are made:

Maria's aunt wished them good afternoon and also said that she hoped Maria's father was coming soon. When Maria joined her cousins they exclaimed that it was a very beautiful afternoon. Then they started playing carom. Maria's cousin, Robi was the leader of a group. Robi's group won the game and shouted with joy that they had won the game. Then Maria exclaimed with grief that she had been very foolish. Maria's aunt applauded all saying that they all had done well. At the time of departure Maria and her parents bade everybody good bye.

B. Look at the sentences and write a rule to say where the subject and verb come in an exclamation:

How naughty the boy is!

How sweetly she sings!

How beautiful the weather is!

How fast she runs!

What a wonderful invention it is!

What a lovely face she has!

C. Change the following sentences into Indirect Speech :

a. The woman said, “What a beautiful child this is!

b. His aunt said, “What a pleasant surprise to see you here!”

c. Hamlet said, “How unlucky I am that I cannot find out any solution!”

d. The captain said, “Bravo! Well done, boys!”

e. The leader said, “Alas! We have lost the game.”

f. Boys said,” Hurrah! We have won the match!”

g. She said, “What a beautiful bird it is!”

h. Father said, “What a lazy fellow she is!”

i. The cobbler said, “How stupid I am!”

j. The girl said, “What a stupid fellow I am!”

Unit Seventeen

Voice

Lesson 1: Statements

A. Read the following passage:

Robi is reading a story book. The book is written by a famous writer of Bangladesh. Robi likes stories about the freedom fighters in the book. Our freedom fighters are honoured by the whole world. They sacrificed their life for our motherland.

There are two types of sentences in the above passage.

Notice the sentence :

Robi is reading a story book.

Subject verb object

It is in the active voice. The subject here is the doer of an action.

Notice the sentence:

The book is written by a famous writer of Bangladesh.

Subject verb doer of the action

It is in the passive voice. The subject (the book) here is the 'receiver' of the action. It does not perform any action.

More examples:

Active: The ball hit Jesmin.
Passive: Jesmin was hit by the ball.

Active: Jahid wrote a letter.
Passive: The letter was written by Jahid.

Active: Jasim took a picture.
Passive: A picture was taken by Jasim.

Note : To change an active sentence into a passive one:

a) If we want to specify who is the 'doer' in a passive sentence, we use 'by' after the main verb in an assertive sentence and then mention the agent.

For example:

Active : Mira broke the glass.

Passive : The glass was broken by Mira. (by +agent)

Structure:

Active sentence: subject + verb+ object

Passive sentence: subject+be + past participle + by + agent

b) Sometimes agents are not mentioned in the passive voice. For example:

Active : People speak English all over the world.

Passive : English is spoken all over the world.

B. Look at the following changes. If there are pronouns as subject in the active voice, they change their forms in the passive voice.

Active Voice	Passive Voice
I	me
we	us
you	you
he	him

Active Voice	Passive Voice
she	her
it	it
they	them

Some sentences have a direct and an indirect object. Rewriting an active sentence with two objects in the passive voice means that one of the two objects becomes the subject, while the other one remains an object. Which object you will change into the subject depends on what you want to put the emphasis on.

We can change it in two ways:

Active : The teacher taught us English.

Passive : i) English is taught to us by the teacher.

ii) We are taught English by the teacher.

Active : Mother told me a story.

Passive : i) A story was told me by mother.

ii) I was told a story by mother.

More examples:

	Subject	Verb	Object 1	Object 2
Active:	Rita	wrote	me	a letter.
Passive:	A letter	was written	to me	by Rita.
Passive:	I	was written	a letter	by Rita.

Note:

The object of the active verb becomes the subject of the passive verb. Therefore, sentences which do not have an object cannot be changed into the passive. The following sentences, for instance, **CANNOT** be changed into the passive because they do not have objects.

The old man sat on the floor.
The child sleeps.
The wind blows.
The dog barks.
Fire burns.
He laughed aloud.

C. Read the following passage and underline the active and passive verbs:

The Sonargaon folk museum was built in the area named Narayangonj. It has been artistically decorated for the visitors. It stores many archaeological things including Bronze statues and caskets, terracotta plaques, utensils, coins, jewelries, pottery etc. They have a great historical value. The government has taken many steps to enhance the facilities for the visitors.

D. Use the following verbs in active and passive forms:

touch, invite, decorate, touch, break, request

E. Change the sentences into the passive voice. Mention the tense of the verb.

Our new teacher teaches us English. Now he is teaching us a new lesson. We have completed the lesson on paragraphs. We are practicing the new lesson. Our teacher taught us the skills of learning language. Last week we were practicing pronunciation. We had learnt the uses of articles before we learnt the rules. We will write a paragraph tomorrow.

Lesson 2: Interrogative Sentences

A. An interrogative sentence in the active voice will remain interrogative in the passive voice. We form passive questions by putting the auxiliary verb before the subject (according to the tense). Then we place the subject and the past participle form of the main verb.

The following example shows how the voice of interrogative sentences is changed:

Does your brother draw a picture?

Is a picture drawn by your brother?

If the question in the Active Voice begins with an auxiliary verb, the Passive voice must also begin with a suitable auxiliary verb. If the question begins with a 'wh' question word (what, when, how ...), the Passive Voice must begin with the same.

Look at the following changes:

Active Voice Passive Voice

Active Voice	**Passive Voice**
Are you reading a book?	Is a book being read by you?
Has she cooked the food?	Has the food been cooked by her?
Will you close the door?	Will the door be closed by you?
Who broke the glass?	By whom was the glass broken?
Why did you write such a letter?	Why was such a letter written by you?
Where can you keep the box?	Where can the box be kept by you?

Where can you keep the box? Where can the box be kept by you?

Passive Structure: (question word) auxiliary verb+ object of the active verb + past participle form of the main verb + by + subject of the active verb

Change the following sentences into the passive form :

1. Do you write a letter?
2. Did you receive my letter?
3. Which newspaper do you read?
4. Does she do her duty?
5. Will she make candles?

Lesson 3 : Passive in different tenses

Now we will change assertive sentences, negative sentences and interrogative sentences into their passive forms in different tenses :

Present Simple Tense **Auxiliary verbs in passive voice: am/is/are**	
Active voice: Utsho sings Nazrul songs. Utsho does not sing a modern song. Does Utsho sing any kind of song?	**Passive voice:** Nazrul songs are sung by Utsho. A modern song **is** not sung by Utsho. **Is** any kind of song sung by Utsho?

Present Continuous Tense **Auxiliary verbs in passive voice: am being/is being/are being**	
Active voice: I am writing a letter I am not writing a letter. Am I writing a letter?	**Passive voice:** A letter **is being** written by me. A letter **is not being** written by me. **Is** a letter **being** written by me?

Present Perfect Tense **Auxiliary verbs in passive voice: has been/have been**	
Active voice: She has finished her work. She has not finished her work. Has she finished her work?	**Passive voice:** Her work **has been** finished by her. Her work **has not been** finished by her. **Has** her work **been** finished by her?

Past Simple Tense **Auxiliary verbs in passive voice: was/were**	
Active voice: I killed a snake. I did not kill a snake. Did I kill a snake?	**Passive voice:** A snake **was** killed by me. A snake **was** not killed by me. **Was** a snake killed by me?

Past Continuous Tense **Auxiliary verbs in passive voice: was being/were being**	
Active voice: He was drawing a picture. He was not drawing a picture. Was he drawing a picture?	**Passive voice:** A picture **was being** drawn by him. A picture **was not being** drawn by him. **Was** a picture **being** drawn by him?

Past Perfect Tense **Auxiliary verbs in passive voice: had been**	
Active voice: They had completed the assignment. They had not completed the assignment. Had they completed the assignment?	**Passive voice:** The assignment**had been** completed by them. The assignment **had not been** completed by them. **Had** the assignment **been** completed by them?

Future Simple Tense **Auxiliary verbs in passive voice: will be**	
Active voice: She will buy a watch. She will not buy a watch. Will she buy a watch?	**Passive voice:** A watch **will be** bought by her. A watch **will not be** bought by her. **Will** a watch **be** bought by her?

Future Perfect Tense **Auxiliary verbs in passive voice: will have been**	
Active voice: You will have started the job. You will have not started the job. Will you have started the job?	**Passive voice:** The job **will have been** started by you. The job **will not have been** started by you. **Will** the job **have been** started by you?

Note : Passive voice is not usually used in the following tenses :

1. Present perfect continuous tense
2. Past perfect continuous tense
3. Future continuous tense
4. Future perfect continuous tense

B. Fill in the blanks according to the mentioned tenses. Use the appropriate forms of verbs given in brackets:

1. The criminal ________ (send) to prison. (Future simple tense)
2. My brother ________(just win) the game. (Present perfect)
3. I _____ (tell) you to wait outside. (Past simple Tense)
4. Ruma ________ (not pay) for the work. (Past simple tense)
5. Policemen_______ (often ask) the way. (Present simple tense)
6. The room_________ (clean) once a day. (Present simple tense)
7. The letter _________ (write) tomorrow. (Future simple tense)
8. The towels __________ (not use). (Past simple tense)
9. He _________ (not sell) the books. (Present perfect)
10. They_______ (teach) English. (Present simple tense)

C. Read the following sentences and say whether they are in the active or in the passive voice. Write down the tense of each sentence:

a. The thief was caught.

b. The boy drew a picture.

c. The bird was killed by a cruel man.

d. I read my English grammar book.

e. The field is ploughed.

d. The book is lost.

e. People will soon forget it.

f. The window is broken.

g. I was ordered to bring the book.

h. Who taught you math?

Lesson 4 : Imperative Sentences

A. An imperative sentence expresses an order, a request, a piece of advice or a suggestion.

The imperative sentence in the passive voice has the following structure:

Let + object + be + past participle

When the active voice begins with **do not**, the passive voice has the following structure:

Let not + object + be + past participle

In some sentences it is possible to put **not** after the **object** or **be.**

Examples are given below:

Active: **Bring** it home.
Passive: **Let it be brought** home.

Active: **Do** it at once.
Passive: **Let it be done** at once.

Active: **Do not beat** the dog.
Passive: **Let the dog not be beaten.**

Active: Let me do it.
Passive: **Let it be done** by me.

B. Now write a passive sentence for each of the following active sentences :

Active Voice	Passive Voice
Do the sum.	
Sing a song.	
Open the door.	
Don’t eat this fruit.	
Do it.	
Paint the wall.	

Lesson 5: Uses of passive voice

A. **The passive voice is usually used:**

1. When we are interested only in what happens rather than who does it.

   Example: A giant snake was killed in that village.

2. When we do not know the doer of the action or when we do not want to say who it is.

   Example : The school was established in 1926.

3. In scientific and technical writing

   Example : The gases which cause greenhouse effect are known as greenhouse gases.

4. In historical and geographical texts

   Example : Our liberation war was fought in 1971.

5. With modals to express an instruction or rule

   Example : Mobile phones should be switched off.

6. To describe a process, an event, an incident , an advertisement , an announcement and a notice

   Examples :

   a) process of making a sandwich : The butter should be soft. Crusts may be removed or left on according to taste.

   b) event : Our annual sports will be held on 2 November.

   c) incident : The annual cultural program of the school will be held on 20 May.

   d) advertisement : Your comfort is ensured in your journey with us.

   e) announcement : Prizes will be given by the honourable minister.

   f) notice : The exam will be held on 2 5 June.

7. For requests and invitations

   Examples : a) I have been requested to the party. b) You are requested to serve the food for the guests.

8. To give warning, suggestion, order and advice

   Example : Students without school-dress are not allowed in the school premises.

9. For habitual action

   Example : Vegetables are grown much in Bangladesh.

10. To avoid responsibility by people or organizations

    Example : The report was lost by somebody.

    All workers are encouraged to work overtime.

    Customers are advised to leave all their belongings here.

B. Look at the picture and fill in the gaps in the following sentences in passive form with the given verbs in the bracket.

a. The walls are not ______ (paint).

b. A table is __________ in the middle (place).

c. The chairs__________ properly (arrange).

d. A lampshade________ from the roof (hang).

e. A large refrigerator____ with the wall (attach).

C. Make the following sentences active:

1. The room is being painted.2. Fruit juice will be served at the party.
3. I have been warned by my dad.
4. This shirt must not be ironed.
5. This poem was written by Nazrul.
6. This song has been sung by Lata.
7. Who were you given my phone number by?
8. Was my book seen by anybody?
9. She was being laughed at.
10. The exam will be passed by Rimi.

D. Choose the right option :

1. The gallery was ______ in 1953.

a) suggested
b) told
c) built
d) permitted

2. The company was ______ in 1980.

a) increased

b) founded

c) left

d) written

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3. I was ______ to make a presentation at the Conference.

a) suggested

b) increased

c) permitted

d) invited

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4. The job was ______ to Jhumpa but she turned it down.

a) offered

b) permitted

c) left

d) written

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5. I was ______ that I wouldn't need to bring my own slide projector.

a) told

b) increased

c) permitted

d) written

Part II

Composition

Unit Eighteen

Writing Paragraphs

What is a paragraph?

A. **Look at the following short composition :**

A Magnificent Place to Visit

The Sundarbans is a wonderful place to visit because of its variety of animals and trees. Visitors to the Sundarbans can find many different types of animals. They can find fierce tigers in the dense forest; also they can find timid deer beside the streams. They can find places which are very charming for their greeneries. Thus visitors can find the varied wildlife in the forest. They can find mangroves and low dells. They can also find its beautiful rivers and a beautiful coast. So the sundarbans is one of the most wonderful places to visit for its natural beauty.

This is a paragraph. A paragraph is a group of sentences organized around an important topic. The sentences in a paragraph are connected with each other.

A paragraph usually consists of one topic sentence, some developers (supporting sentences), and a terminator (a concluding sentence).

1. **Topic Sentence:** The central idea of a paragraph is called the topic. The topic sentence introduces the main idea of your paragraph.

2. **Developers:** The developers are the sentences placed between the topic sentence and the last sentence in a paragraph. They develop the topic sentence through elaboration, exemplification, classification, and so forth. That is, they expand and support the idea stated in the topic sentence.

3. **Terminator:** The terminator is the last sentence in a good paragraph. It logically concludes the ideas developed through the developers of the paragraph. In other words, the terminator can restate the ideas put in the topic sentence .It can also present a quick summary of what has already been discussed. Actually the terminator completes the writer's description of the subject or topic.

In the above paragraph the first sentence introduces the central idea. So, it is the topic sentence. The next six sentences support the topic sentence; they are the developers. The last sentence restates the idea of the topic sentence and completes the writer's description. So it is the terminator.

Now we will learn how to develop a paragraph by answering questions.

Write a paragraph on 'your mother' answering the following questions:

How old is your mother?

What is her occupation?

How many brothers and sisters do you have?

What does your mother do for you in the whole day?

What are your duties to your mother?

My mother

My mother is a wonderful person. She is about 38 years old. She is a school teacher. She comes from a respectable family. She is sober and affectionate. I have one brother and one sister. I am the youngest. Mother takes great care of our education, food and clothing. Her anxiety knows no bound when any of us becomes sick. My mother says her prayers regularly. Every now and then, she cooks delicious food and prepares different kinds of sweets. She keeps the

house neat and clean. She always gives us good advice and suggestions. She advises us not to quarrel with anybody, not to steal and never to tell a lie. She tells us to love our country and our relatives. I always try to help my mother in her work. We should obey and love our mother as she is doing her best for us. To me, she is the best person.

B. Read the following Paragraphs based on the given questions :

1. Topic : A Bus Stand

   Questions:

   a) What type of place is a bus stand?

   b) Why do people wait at a bus stand?

   c) What type of people do you find at a bus stand?

   d) What type of difficulties do you find at a bus stand?

   e) What type of hawkers do you find at a bus stand?

A Bus Stand

A bus stand is a very important place to those who travel by bus from one place to another. It is a place where buses stop for some time to help passengers to get in and off. Especially the bus stands in a city or town always remain busy. Passengers are always found waiting there. When a bus stops at such a stand, there is an unusual bustle and hurry among the passengers. Some others hurry to get down from the bus, while passengers waiting for the bus want to get into it. As a result, there is a always great rush of passengers. In such a situation the old and the weak find it difficult to get into or get off the bus. The scene often goes so far that passengers seem hostile with one another. Taking advantage of this situation pickpockets sometimes pick the pockets of the passengers. Moreover, shouts of conductors, bus-helpers make the place noisy. These are

the usual sights of a bus stand during the busy hours of the day. Besides, hawkers are often found busy selling their goods like cigarettes, betel-leaves, newspapers, fruits and so on. A bus stand is always a busy place.

2. Topic : My favourite bird

Questions :

a) What is your favourite bird and where do you meet it?

b) How does a sparrow look?

c) Where does it make its nest?

d) Why do you like a sparrow?

e) What does a sparrow like to eat?

My Favourite Bird

A sparrow, peeping through my window, is something that makes me very happy. Every morning, when I wake up, I see the sparrow, playing in the tree, outside my window. I have been hearing its sound ever since I was a child. So it has become my favourite bird. The sparrow has a brown and white body with a tiny head. This makes it a lovely and sweet bird. It has a short, strong and sharp beak, which helps it to collect food and make nests in trees and in the corners of the houses. It likes to live in ventilators of a house, where it builds its home. It gathers tiny and light material for its home. It eats insects and worms. I hope Mr. Sparrow continues to visit my window every day of my life.

3. Topic : Preparing a Cup of Tea

Questions :

a) What will you do first to make a cup of tea?

b) What will you do next?

c) How much time do you need to prepare a cup of tea?

d) Why do some people have saccharin instead of sugar?

e) Do all types of people prefer the same kind of tea?

Preparing A Cup of Tea

It is an easy task to prepare a cup of tea. First, pour a cup of water in a pot, then put it on fire and bring it to boil. When it is boiled for a while, put one tea-spoon of tea-leaf or tea-powder in it and continue to boil it for a little longer. Then put the liquor in a tea-cup through a strainer. Then add one or two tea-spoons of milk and sugar as you like. The tea is prepared. But there may be varieties of tea for varieties of tastes. Some people may prefer tea without milk or sugar or may have them in different proportions. Some may add a little lemon juice to liquor instead of sugar and milk. Some may have either dark liquor or light liquor. Some would have saccharin instead of sugar for health reasons. It mostly takes five to ten minutes to prepare a cup of tea.

4. Topic: How to Make A Garden

Questions:

a) What will you do first when you decide to make a garden?

b) What will you do regularly to keep your plants lively?

c) What makes your garden healthy?

d) How do you increase the fertility of your garden?

e) Why do you need a fence?

How to make A Garden

To make a garden you have to follow certain procedures. First select a suitable piece of land. It can be in front of your reading room. Shovel, loosen and level the soil with a garden spade. Next, fence the land so that naughty boys and animals are unable to harm it. After that you should sow the seeds of different flowers of different seasons and plant many kinds of flower plants in it. Good seeds and plants are needed for a healthy garden. Finally you should work in the garden every morning and afternoon. Water the plants frequently. Weed your garden regularly to keep it neat and clean. Apply manure to the plants regularly to keep the soil fertile. Use pesticides so that harmful insects cannot do any harm to the plants and flowers. In city life, pot planting is a common way for city dwellers to have their gardens in a small space. All they need is a deck, a roof, or a tiny patch of well-lit space to start their own small garden following the same process.

5. Topic: Perseverance

   Questions:

   a) What is perseverance?

   b) How do you acquire perseverance?

   c) Why should we practice perseverance?

   d) What should we do to practice perseverance?

   e) Name a great person who practiced perseverance in life.

Perseverance

Perseverance means persistence in doing something despite difficulty or delay in achieving a goal. To develop the quality one requires regular practice of it.

Only a patient person with a strong determination can achieve his goal by perseverance. When a child learns to stand up and tries to walk, he is found to fall down again and again. But at one time he succeeds in walking. Similarly, a man having perseverance can succeed in life in spite of his repeated failures. A persevering person has tremendous self- confidence, indomitable determination, and a natural urge towards hard labour which paves his way to success. In spite of having intelligence and genius, he can hardly prosper in life if he is averse to diligence. In this world, all the great things have been possible only by perseverance. Shakespeare did not compose his voluminous works just in a day. He had to work hard days and nights with tremendous perseverance. In every sphere of life perseverance is the root of success and glory. Therefore, perseverance must be practiced from the very childhood so that this noble habit becomes a part and parcel of one's life.

6. Topic : Traffic Jam

Questions :

a) Why are the roads becoming narrow now?

b) What are the main reasons of traffic jam?

c) When do you find traffic jam most acute?

d) What measures can be taken to lessen traffic jam?

e) How can we stop road accidents?

Traffic Jam

Traffic jam has become a common sight now-a-days. Basically, it occurs because of the heavy number of vehicles. But in our country, there are other causes too. The roads are mostly narrow and damaged. There are often garbage and

building materials dumped on the roads. There are many unauthorised roadside shops. Often because of political meetings and processions, roads are blocked. There is a tendency with drivers to overtake and disobey traffic rules. Slow-moving and swift-moving vehicles race with each other. These also cause traffic jams. Traffic jams are most acute during working hours or examination times. To stop road accidents traffic rules should be enforced. If correct steps are not taken, city life will become very unfriendly in the future.

7. Topic : Global Warming

Questions:

a) What is the main reason for global warming?

b) Why is the heat confined in the earth?

c) Why are ecologists feeling apprehensive now-a-days?

d) What can we do for the prevention of pollution of environment?

e) How do forests contribute to our life?

Global Warming

Now-a-days global warming has become a danger to all living beings on earth. Greenhouse effect is responsible for global warming. It is the gradual warming of the air because of heat being stuck on earth. Environmental pollution works behind global warming. We are destroying our tropical rain forests and growing industries, mills and factories, using CFC gas at present. Thus, we are polluting our environment. For the destruction of forests and cutting down of trees, the amounts of carbon dioxide are increasing. The increased amounts of carbon dioxide around the earth have made a layer in space. The sun rays are coming through the layer but the heat cannot pass through the layer. This is why the heat is being confined on earth and it is making our globe warmer. As a result,

the heat of the world is increasing day by day. It has made ecologists think about the alarming consequences. We should stop the pollution of the environment and save our living place from global warming.

8. Topic : My Birthday Party

Questions:

a) When did you celebrate your birthday ?

b) Who were the guests at the party?

c) When did the party start?

d) How was the party?

e) How did the friends enjoy the party?

My Birthday Party

Yesterday, I celebrated my birthday. I invited some of my classmates and neighbours. My friends arrived at 5pm. They all greeted me with good wishes and presents. I took them to the garden, where we played for an hour. At 6p.m we got ready for the celebration. I blew out the candles and cut a chocolate cake which was a birthday gift from my parents. Everyone sang the birthday song and clapped their hands. I distributed the cake pieces along with sandwiches, patties, biscuits and fruit salad. Then we all drank cold fruit juice. There were various kinds of games for which prizes were given to the winners. The children were each given a packet of sweets and a box of colour pencils as return gifts. It was a wonderful party. I shall always remember this special day.

9. Topic : My Favourite Book

Questions:

a. What is your favourite book?

b. Why do you like the book?

c. Which character do you like most?

d. Why do you like the character most?

e. What happened last in the story?

My Favourite Book

The Elephant Man is my favourite book. I never get tired of reading it. This is the story of a poor, ugly man. Nobody loved him. Everyone laughed at him. They put him in a cage, like an animal at the zoo. Then one day a doctor saw him and thought, 'This poor man is interesting. I want to study him.' In course of time, the Elephant Man became famous, and everyone wanted to meet him. I like this elephant man most because he was able to change himself into an important person.

10. Topic : Country Life and City Life

Questions :

a) Compare city life and country life.

b) How is the life in a city?

c) How is life in a village?

d) Which life is more hectic?

e) How can we improve our society?

Country Life and City Life

Man is living both in cities and villages. Cities have prospered but the importance of country life has not lessened. In this modern competitive world, needs in city life have increased because most of the modern facilities are still found in the cities. The development of the society depends both on the development of cities and villages. Cities produce useful things with the raw materials supplied by the villages. In the cities, life is very hectic and competitive and people live in a programmed environment. On the other hand, in the villages, environment is fresh and easy. Modern facilities are available in the cities only. Most of the villages lack modern facilities. For good medical facilities and higher degrees, people have to go to the cities. In the cities, people lead an artificial life in gigantic buildings. But in the villages, one can lead a humble life in the lap of nature. Despite various merits and demerits, both lives have their charms. We can improve our society by developing both cities and villages.

C. Now write paragraphs on the given topics by answering the given questions :

1. Topic : A Child and a Flower

   Questions :

   a) Which two things are very innocent in this world?

   b) Why do a child and a flower need care?

   c) How does a flower motivate a cruel person?

   d) How do a flower and a child make the atmosphere beautiful?

   e) How is a child similar to a flower?

2. Topic : Coffee and Tea

   Questions :

   a) In which country did tea grow first?

   b) Where did coffee grow first?

c) How do coffee and tea help in our daily life?

d) How do we drink coffee and tea?

e) How do we harvest tea and coffee?

3. Topic : Your First Day at School

Questions :

a) What is the most important day in your life?

b) When did you go there for the first time?

c) With whom did you go to school on the first day?

d) How did you go to school on the first day?

e) How did you feel on that day?

4. Topic : Your Aunt

Questions :

a) What is the name of your aunt?

b) How old is she?

c) Where does she live?

d) What does she do?

e) Why do you like your aunt?

5. Topic : Your Village

Questions :

a) What is the name of your village?

b) Where is it situated?

c) How many people are there?

d) What is the occupation of the villagers?

e) How do you like your village?

Unit Nineteen

Letter Writing

Letter writing is an important activity in our daily life. It is a popular means of communication. Letters are one of the oldest modes of communication used by humankind. A letter is a written message from one person to another. There are two types of letters: **formal letters** and **informal letters**. A formal letter is a letter that is written in the formal language with a specific format for a business or official purpose. In simple terms, this is a letter written for professional communication. This is also sometimes called a business letter. A formal letter can be a letter of enquiry, a letter of request, or a letter of complaint. A formal letter is written to a teacher, a principal or to an office. On the other hand, an informal letter is written to friends and relatives. Now-a-days, emails are considered to be an effective medium of communication. Like a letter an email can also be formal and informal. It depends on your recipients and on the type of your message and purpose. E-mails are messages which are distributed by electronic means from one computer user to one or more recipients via a network. In this unit we will discuss how to write formal letters and e-mails.

Formal letters:

Read the following letter and notice its language and format:

June15, 2016

The Principal

Tangail Alia Madrasah,

Tangail

Subject **: Application for permission to visit Bangladesh National Museum**

Sir,

We are the students of class vii of your Madrasah. Quite a few students of our class wish to visit Bangladesh National Museum on next Friday. We have always been longing to see this historical place. We have heard a lot about this place. We hope that this visit will be very useful for us from educational point of view, and we do not want to lose this opportunity.

We, therefore, request you to allow us to go on this educational excursion. We shall remain ever grateful to you for this act of kindness.

Yours obediently,

Sirajam Munira, Nazmun Nahar

On behalf of the students of Class Seven

Tangail Alia Madrasah

Tangail

Neera, Sanjana and Meena (on behalf of the students of class VII)

Note :

In formal letters messages need to be precise and detailed, covering all the required information. Letters of this kind need to be very specific. Opinions should be clearly made. Requests for action should be clearly indicated. Reading the letter, everyone should know exactly what the sender is asking. There are various types of formal letters including leave application letters, apology letters, job applications, complaint letters, letters to the editor and so on.

A formal letter usually begins with the date and address of the recipient that should be written in the top left-hand corner of the letter.

After that the subject is written in bold. If he letter is hand-written, the subject should be underlined.

Next is the salutation section. In this line, if you do not know the recipient's name then it is ideal to address them as Dear Sir or Dear Madam.

Main section is the content that conveys sender's message clearly. A message can be in the form of requests, complaints, enquiry, information and so on. The content of your letter should be as short as possible, divided into short and clear paragraphs.

Further, the letter ends with closing remarks, promises, or suggested actions.

The closing of a formal letter should express gratitude and sincerity.

Examples of formal letter closings: **Best wishes, many thanks, thanking you, sincerely yours, respectfully yours.**

Write your name directly below this and then put your signature above it.

In an e-mail all these steps should be followed.

Here are some more formal letters for you to read:

1. **Write a letter to your class-teacher asking for one week's leave:**

20 February, 2015

Mrs. S. Khan

Class Teacher

Class Seven

Sarsina Darussunnat Kamil Madrasah

Pirojpur

Subject: **Prayer for leave of absence for one week**

Respected Madam,

While I was returning home from Madrasah yesterday, I slipped in the mud and fell down. As a result, I sprained my foot and am unable to walk.

I would be grateful if you would kindly grant me one week's leave. I am enclosing a Medical Certificate also.

Thanking you.

Yours obediently,

Nure Sanjana

Class Seven

Sarsina Darussunnat Kamil Madrasah

Pirojpur

2. Write a letter of apology to your math teacher for disturbing others in the exam hall.

20 June 2015

Mrs. S. Khan

Math Teacher

Class Seven

Khulna Alia Madrasah

Khulna

Subject: **Apology for disturbing other examinees**

Respected Madam,

I am really very sorry for disturbing other examinees in the exam hall during the Mathematics test today. I know you have taught us that disturbing others in the exam hall is wrong and it is good to try everything on our own, but I was so badly nervous that I could not solve the problems which were actually very easy. That is why, I disturbed my friends.

However, I now bitterly regret my action, and promise never to do it again. I would be grateful to you if you please forgive me for my offence.

Yours obediently,

Sajjad Hossain

Class Seven

Khulna Alia Madrasah

Khulna

3. Write an e-mail to your Principal praying for a full free-studentship:

e-mail:principalbd@gmail.com

16 July 2015

The Principal

Mohakhali Darul Ulum Hossainiah Kamil Madrasah

Dhaka

Subject : **Application for a full free-studentship**

Respected Sir,

I am a regular student of your Madrasah. I would like to inform you that the financial condition of my family is not good and it is hard for my father to meet the minimum household expenses. So, I cannot afford to pay the Madrasah fee. Hence, I request you to grant me a full free-studentship on humanitarian grounds to enable me to go on with my studies.

I would be grateful to you if you consider my case with a sympathetic outlook and help me to study further.

Thanking you.

Yours faithfully,

Soma Hassan

Class Seven

Roll Number: 1

E-mail: somahan@gmail.com

4. Write a complaint letter regarding irregular water supply in your locality:

21 April 2015

The Chairman

Dhaka South City Corporation Nagar Bhaban

Subject: **Complaint about irregular water supply**

Sir,

This is to draw your attention to the irregular water supply in the Paribagh locality. In the morning the water supply is for only half an hour instead of the regular three hours. In the evening, sometimes there is no water supply and when water is supplied, it is for just fifteen minutes. At times, the water is so dirty that it cannot be used for drinking purposes. As a result, there is an acute crisis of drinking water.We have already made many complaints to our local authority regarding this inconvenience of the residents of the locality. They are always giving us empty promises and doing nothing. You are kindly requested to look into this matter seriously and solve the problem.

We are looking forward to your positive response.

Thanking you.

Sincerely yours,
Soheli, Sonam and Adnan (on behalf of the people of Paribagh)

5. Suppose, the British council has an advertisement in the national Dailies to start an advanced English course for put young learners. Write an e-mail in 100 words to the course-coordinator, requesting him to send you an application form:

John Bryan <johnbryanbright@gmail.com>

Dear Course Co-ordinator,

From the advertisement published in *The Daily Star* on 15 December 2014, I came to know that you are going to organize an advanced English course for young learners. I would like to participate in this course as an interested candidate. Therefore, I am requesting you to send me an application form as soon as possible.

With regards,

Akash

E-mail: **John Bryan <johnbryanbright@gmail.com>**

6. Write an application to the Manager of a bank to open a bank account:

25 September 2014

The Manager

Janata Bank

Tilagor Branch

Sylhet

Subject: Opening a bank account

Dear Madam

I would like to open a savings account with you. My Superintendent could be my guarantor.

I, therefore, hope that you would do the needful in this regard. I would be highly obliged, if you help me open the account.

Yours faithfully

Nahar

Class Seven

Tilagor Islamia Kamil Madrasah

Sylhet

E-mail: nahar@gmail.com

7. Write an application to the Principle of your madrasah, requesting him to organise an inter-class debate competition in the madrasah:

25 December 2015

The Principal

Darunnazat Siddikia Kamil Madrasah

Dhaka

Subject: **Debate competition**

Dear Sir,

This is to inform you that last year in December we established a debating club in our Madrasah. The club is now carrying out its activities in full swing. But it is a matter of fact that under this debating club, we did not organise any debating tournament. But to develop our personal skill, we would like to organise an inter class debate competition.

Therefore, we request you to take necessary steps to organise an inter- class debate tournament.

Yours obediently,

Abdus Salam (on behalf of dakhil class vii students)

8. Write an application to the Principle, requesting him to contact the World Literature Centre to provide the madrasah library with more books.

12 December, 2016

The Principal

Pabna Kamil Madrasah

Pabna

Subject : Contacting the Bishwa Shahitto Kendro for providing books

Dear Sir,
This is to inform you that we, the students of your institution, would like to draw your attention to the fact that we have a library in our Madrasah. But it cannot provide us with enough books. Many students cannot read in the library at times. You must have learnt that the Bishwa shahitto Kendro has taken an initiative to lend books on some easy conditions.

Therefore, we earnestly request you to contact Bishwa Shahitto Kendro and ask them to provide our library with books.

We are looking forward to a positive response.

Thanking you.

Sincerely yours,

Sufia Akhtar

Roll No : 01

Class Seven

Section : A

9. Write an e-mail to the editor of a local newspaper informing him about the traffic jam you face daily:

editor.observer@gmail.com

Date : 24 January 2016

To: The Editor

The Bangladesh Observer

Dhaka-1204

Subject: **Intolerable traffic jam in Dhaka city**

Sir,
Through the columns of your esteemed daily, I venture to voice my views about the intolerable traffic jam in Dhaka.

There is hardly anybody found in Dhaka who did not face the unbearable traffic jam. This has happened actually for the enormously increasing number of rickshaws and private cars. Here we see sometimes hundreds of different vehicles standing still. Especially office going people and students become victims to this terrible traffic jam. They have to miss their most important meetings and classes. But among all, patients suffer most while they are badly in need of medical treatment. Many patients die every day being stuck in traffic jams.

Nobody can avoid the responsibility of solving this problem as a dweller of Dhaka city. Through this small letter I would like to draw attention not only of the Government but also of the people who live in Dhaka. Without

working hand to hand with the Government, it is quite impossible to minimise the sufferings of common people. Last of all, I can say that an effective and planned action can play a vital role in these circumstances.

Rawnie,
Malibagh, Dhaka- 1201

E-mail: rawnie@yahoo.com

B. Now write the following :

1. An application to the District commissioner, complaining about the uncovered dustbins in your city.
2. An e-mail to the editor of a newspaper, demanding better medical facilities in your village.
3. A letter to the chief engineer of your local power station complaining about irregular electric supply in your area.
4. An application to your Headmaster requesting a transfer certificate.

Sample Test
English Second Paper
Class Six and Seven
Full marks: 50
Time: 2 hours
[Answer all the questions. Figures in the margin indicate full marks]

Section: Grammar

1. Fill in the gaps with ***a***, ***an*** or ***the*** and put a cross (**x**) where no article is needed. **0.5x8=4**

A: I need to make (a) .... appointment with my dentist.

B: Why don't you use my phone?

A: Thank you. Oh dear, I can hear (b) .... engaged tone. I'll try again later.

B: Which dentist do you go to?

A: I go to (c) .... one next to (d) .... supermarket on (e) .... Tajmahal Road.

B: How is he?

A: He's (f) .... excellent dentist! You hardly feel any pain when he pulls out (g) .... tooth.

B: Could I have (h).................... telephone number of your dentist, please? My grandmother needs to have her teeth checked.

A: Of course. It's 9663422.

Answer: (a) an, (b) an, (c) the , (d) the, (e) X , (f) an, (g) a , (h) the

2. Abir is writing to his sister from a tourist lodge in Cox's Bazar. Choose the correct **preposition** from the box and fill in the gaps.

0.5 x 8= 4

till	inX2	behind	at	on	from	under

Hi Tina!
We're looking forward to seeing you (a) ....next Sunday (b) .... the St. Martin's Island. We're having a great time here. Panna

and I run (c) .... the mornings. Alok gets our breakfast (d) .... a local restaurant. Then from about ten o'clock (e) .... lunch we do what we want. (f) .... night, we cook our meal. There's a wood (g) .... the hotel and sometimes I go for a walk. I am now writing you sitting (h) .... a Banyan tree. The weather is beautiful here. We are missing you a lot.

See you soon.

Abir

Answer: (a) on, (b) in, (c) in, (d) from, (e) till, (f) at, (g) behind, (h) under

3. Complete the text using the words in the box as needed. **0.5 x 10= 5**

teacher	and	quick	missing	but	go	good	so	worry	sit

Hello Nina

This is just a (a)......................... e-mail. I hope you're getting well (b) .... will be back at school on Sunday. I know you are worried about the (c) .... classes. Don't (d) .... Here is a list of homework.

Maths: Finish page 72 and 74 (e) .... don't do page 73. (f) .... said that we'd do it in the next lesson.

Chemistry: (g) .... through the pages from 67 to 82 and do the exercises. We will (h)....................... for a class test on Thursday.

I didn't get (i).......................... marks in the last class test. (j) .... I'm going to study really hard this time.

Take care.

Deepali

Answer: (a) quick, (b) and, (c) missing, (d) worry, (e) but, (f) teacher, (g) go, (h) sit, (i) good j.so

4. Make sentences from the following substitution table. 1 x 4= 4

It's better to Plastic bottles Extracting petroleum So we should	be use	bad for the rainforest. made from petroleum. use plastic bottles again and again. glass bottles.

Answer: It's better to use glass bottles. Plastic bottles are made from petroleum. Extracting petroleum is bad for rainforest. So we should use plastic bottles again and again.

5. Read the following text and change the sentences as directed. 1×5=5

a) Bangladesh is beautiful. (Make it interrogative.) b) Rabindranath titled this country `Sonar Bangla'. (Make it Passive.) It is one of the greenest countries in the world. c) This country was ruled by the British and the Pakistani people before independence. (Make it active.) The country has so many beautiful aspects. The Sunderbans, the mangrove forest, is really wonderful. d) Cox's Bazar sea beach is the longest in the world. (Use positive degree). People here are very liberal. e) How proud we are of our country! (Make it a statement sentence.)

Answers :

a) Isn't Bangladesh beautiful ?
b) This country was titled `Sonar Bangla' by Rabindranath Tagore.
c) The British and the Pakistani people ruled this country before independence.
d) No other sea beach in the world is as long as Cox's Bazar.
e) we are very proud of our country.

6. Fill in the gaps with the right forms of verbs in the brackets. Question a and e have special instructions in the brackets for the use of verbs. 0.5 x 8=4

My name's is Bibha. I live with my mom. My dad (a) ....('live' in the negative sense) with us because he (b) ....(work)............. in Saudi Arabia. I haven't got any brothers or sisters and so I (c) ....(spend)................ a lot of time with my cousin Tushi. I often remember the days with my dad. When I

(d)............(be)............. a baby, I (e)..........('make' expressing habit)................ my dad a horse to take a ride. Not only that, every day he (f)..........(tell)............... me many interesting stories. My mother nowadays says that we (g)...........(Shift).............. to Saudi Arabia soon, but I really don't want to leave this country. Rather, I prefer my father to (h) ....(stay).............. here with us.

Answer: (a) does not live, (b) works, (c) spend, (d) was, (e) used to make (f) told, (g) shift, (h) stay

7. Use appropriate punctuation marks and capital letters where necessary.
0.5 x 8 =4

"lend me your pen please", asad asked. i took my pen out of my pocket. "i'll give it back to you in a moment" he promised. "don't worry you can keep it as long as you want" i said.

Answer: "Lend me your pen please," Asad asked. I took my pen out of my pocket. "I'll give it back to you in a moment," he promised. "Don't worry, you can keep it as long as you want," I said.

Section: Composition

8. Suppose the Bangladesh Foundation has an advertisement in the National Dailies to form a Young Learners Group. Write an email in 150 words to the Manager requesting him to send you a Membership Form. 08

9. Write a composition on **Pohela Boishakh Celebration this year** in 200 words. Include the following points: 12

What is Pohela Boishakh?

Where did you celebrate the day this time?

Who was/were with you?

What did you do?

What did others do?

How did you feel?

Guidelines for question setters and markers for English

1. Multiple Choice Questions (MCQ)

MCQ can be set for testing a number of strategies and skills related to reading such as scanning, skimming, reading for gist, inferencing (guessing the meaning from the context) comprehension check etc. Each MCQ item will carry ½ mark. However, depending on the level of difficulty some items may have 1 mark as well.

In preparing MCQ item, question setters will make sure that learners have to apply certain skills or strategies of reading in order to be able to choose the right options. Depending on the level of the learners, items will be set to test learners' lower order thinking skills (knowing and understanding) as well as higher order and more critical thinking (analyzing, synthesizing, and evaluating). Use synonyms in the questions to avoid quoting directly from the original passage. Make the questions a bit round about so that learners think.

For example :

Text : The Great Wall of China, one of the greatest wonders of the world, was first built between 220-206 BC.

Question : When was the Great Wall first built? (Don't make this type of question. Student will just get the answer from the question paper as 'was born' is common in both the text in the question paper and the answer.)

Question : What is the initial construction period of the Great Wall? (This question is Okay as learners has to understand that 'was built' and 'construction period' are same.)

Students will write the question number and then write only a/b/c/d that refers to the correct answer. Whole sentence from the question paper is not required.

The same text can be used for guessing the meaning from the context and Question Answer (open ended and close ended). However, the same text **cannot** be used for Question-Answer and True/False. Depending on difficulty level and text length, information transfer and True/False questions can be set from the same text or from two different texts. Two different texts are preferred to a single text.

Please note the following points while setting MCQ test items :

- Phrase stems as clearly as possible. Confusing questions can generate wrong answers from students who do understand the material.

- Avoid redundant words and phrases in the stem. Extraneous details make a question more complex and less reliable.
- Include any language in the stem that you would have to repeat in each answer option.
- Options should be similar in length and structure.
- The number of answer options should not be more than four.
- Distracters must be incorrect, but plausible. Try to include among the distracters options that contain common errors.
- To make distracters more plausible, use words that is familiar to students.
- If a recognizable key word appears in the correct answer, it should appear in some or all of the distracters as well. Don't let a verbal clue decrease the validity of your exam.
- Avoid using extreme or vague words in the answers. Use rarely extreme words like *all, always* and *never* or vague words or phrases like *usually, typically* and *may be* in the answers.
- Avoid using *All of the above* or *None of the above* as an answer choice.

In designing MCQs the following class wise guidelines have to be followed.

MCQ for grades 6 and 7

Altogether 10 MCQs will be set. Each MCQ will have ½ mark (or half mark) for a correct answer. There should be 6 MCQs on vocabulary test (guessing meaning from the context) and 4 MCQs on answering questions (scanning for specific information, search reading, deducing the meaning of unfamiliar words). Thus the marks distribution will be:

Vocabulary ½ X 6 = 3

Questions ½ X 4 = 2

Total = 5

2. True/False

True-false questions are typically used to measure the ability to identify whether statements of fact are correct. The questions are usually a declarative statement that the student must judge as true or false.

Follow the general guidelines below while writing True/False items for your students:

- Base the item on a single idea.
- Write items that test an important idea.
- Avoid lifting statements right from the text.
- Make the statements a brief as possible.
- Write clearly true or clearly false statements.
- Try to avoid such words as *all, always, never, only, nothing*, and *alone*.
- The use of words like *more, less, important, unimportant, large, small, recent, old, tall, great,* and so on, can easily lead to ambiguity.
- State items positively. Negative statements may be difficult to interpret. This is especially true of statements using the double negative. If a negative word, such as "not" or "never," is used, be sure to underline or capitalize it.
- Beware of detectable answer patterns.

3. Matching

There is no need of a separate reading text for matching. The question itself will have a context after the texts in part A and part B are properly matched. The numbering of texts in column A can be i. ii. iii, iv ….. and the texts in column B can be a, b, c, d……..
Students only need to match the numbering in the two columns, e.g i, ii, iii, iv etc. (in column A) and a, b. c. d etc. (in column B). You can also use 3 columns with texts to match.

4. Gap filling with or without clues

The text in the gap filling activity is separate and complete. The text for this item will have a meaningful context too. There will be five gaps in the text. The gaps can be used for article, preposition, or any other parts of speech without verb as there is separate test for it. A question setter will choose one particular item mentioned earlier to set a question and use a gap at the particular place. For example, if the question setter wants to test the article then there will be a gap at the position of a, an, the or before a noun that does not take any article. For a question of 3 marks, there will be six gaps in the text; for 4, there will be 8 gaps; and for 5 marks there will be ten gaps.

Follow the guidelines while writing gap filling test items:

- Prepare a scoring key that contains all acceptable answers for each item.
- Prefer single word or short phrase answers.
- Beware of open questions that invite unexpected but reasonable answers.
- Make all the blanks of an equal length.
- Avoid grammatical clues such as "an."
- Place the blanks near the end of the statement. Try to present a complete or nearly complete statement before calling for a response.
- Limit the number of blanks to one or two per sentence. Statements with too many blanks waste time as students figure out what is being asked.
- If a numerical answer is called for, indicate the units (e.g. currency) in which it is to be expressed.

5. Cloze test with/without clues

A cloze test is a fill-in-the-blank activity that assesses students' comprehension of vocabulary and reading passages or knowledge of grammatical items. In cloze tests there are recurrent gaps at every 4th, 5th, 6th or 7th word. If the first gap, for example, is used at the 5th place, all through the text the gap will be at the 5th place. Unlike the gap filling activity that tests a particular grammar item (e.g. preposition, article, pronoun, or verb) it is a test for vocabulary (key words) in general. This is why gap filling activity in the reading section is usually a cloze test. In contrast, gap filling activity is a merely a grammar test item.

A cloze test with 5 marks will have ten gaps (.5 for each gap). Considering the level of difficulty cloze tests without clues at grade 10 can have 5 gaps (1 mark for each gap).

In answering the question, an examinee does not need to reproduce the text in the answer script. Writing the missing word with the corresponding question number is enough. However, the whole text with suitable words in the gaps will neither earn any extra credit or discredit.

6. Information Transfer

Depending on the level of difficulty and length of the text, information transfer and True/False questions can be set from the same text. However, if the text is too small, **do not** use the same text for both the tests as the content will be inadequate for setting questions. Make sure there is no overlapping or repetitions in the question you have set. Alternatively you can use two different texts for these two test items.

The marks allocated for information transfer is 1X5 =5 or 0.5X10=5 (depending on the level of difficulty)

7. Substitution table

It's a grammar test item. It tests whether students can make grammatically correct sentences following any particular structure/s. It's different from matching item. In matching there might be equal number of texts in each column in a table and students need to make sentences using a text from each column. In designing the test item, the question setter can write the texts in Column A in a way so that the sequential arrangement of the text makes a context. In a substitution table, depending on marks, there will be 4 or 5 texts in the left column, 1 or 2 grammar words that shows the form in the middle column, and extensions at the right column. Each meaningful sentence made using the texts and the lexical word will have credit.

8. Gap filling with right forms of verbs

Sentences will be written in context in the question paper. Some verbs could be omitted or given in brackets without any form. If the verbs are totally omitted in the text, a list of verbs will be supplied in a box separately. Students' job will be to use the verb at the gaps in their correct forms according to the context and other grammatical considerations. Alternatively base form of verbs can also be supplied in the body of the text in parenthesis.

Students will write only the right answers with the question number. However, if anyone uses the text with words at the gaps, it should be accepted as correct answer.

9. Changing sentences

A text will be designed with a certain context. Some of the sentences in the text will have instructions in the parenthesis on how to change them. Depending on the marks in the test item, students will be asked to change 5 or 10 sentences. Students will write only the changed sentence as their answers. They can write the changed sentences in any order but must use the correct number used for each sentence in the given text.

10. Rearranging

Rearranging measures students' ability to organize some detached sentences into a coherent and cohesive text. Use 10 detached sentences for classes 6, 7, and 8 (See the

sample questions for these grades.). For SSC, Ss will rearrange eight parts of a story/passage (See the sample question for SSC.). Test your test item (with someone else or you sit for a test) to check whether the sequence of the answer vary. If the answer varies and each variety has a complete meaning, redesign the test. Use linking words/sentence connectors to maintain cohesion and coherence in the text. Learners do not need to reproduce the text in their answer scripts. If they arrange the corresponding serial of the texts correctly (such as b. d. a, f or v, iii, vi. i … etc), they will get full credit. **Please remember that the test objective here is the organisation of sentences, not the copying of texts from the question paper.** However if any learner comes with sentences written in a random text, there is no need to penalize him/her. Students will get credits for the correct answers. For example, if the answer is like this:

a. X b. √ c. √ d. X e. √ f. √ g. X h. X i. √ j. X the student will get 5 marks.

The test has no relation with the texts used in the previous test items.

11. Writing summary

Use a text not exceeding 150 to 200 words for classes 6 to 8 and not exceeding 300 words for classes 9-10 in the question paper. Learners will produce a summary using one third words of the given text. For an example, if the original text has 150 words, learners will produce the summary in 50 words. However, 5% plus minas is okay. This answer should be written in random texts not in isolated sentences. There is no question of counting number of sentences in summary. So DO Not mention in the question paper how many lines or sentences learners will use to make a summary. The number of words used here is important. Make sure that they are writing in their own words, not copying some sentences from the text. Practice them to avoid examples or explanations in writing a summary. A fresh text should be given to make summary. No text used in the previous test items can be used here.

12. Writing a paragraph answering questions

Make sure while answering questions your students will be guided to write a well structured paragraph. In other words, if the students answer the questions properly, there will be a paragraph of a befitting topic sentence followed by arguments/ideas to support the topic sentence and a conclusion to summarise what has been told in the topic sentence and the body. There cannot be any new ideas in the conclusion. However, if there are 5 questions to answer, it does not mean that students will write only five sentences. They will use sentences as per their discretion but the paragraph as a whole answer the questions. If there are 10 marks for this item, learners should be able to make at least 10 sentences. The word limit for classes 6-7 is 150 words, for class

8, it is 170 words, and for 9-10 it is 200 words at least.10% plus minus can be accepted. Keep an eye on the content rather than the mechanical calculation of sentences. **Assess the paragraph from different aspects such as grammar, ideas, organisation of ideas, communication, punctuation, and spelling**. Do not assess the paragraph from the perspective of grammar accuracy only. Regarding the composition writing in Paper 2 (which is structurally an essay) the word limit will be 250 for classes 6-7, 300 for class 8, and 350 for 9-10.

13. Completing a story

There will be the beginning of a story in the question paper. Students will continue the story and complete it. The answer will vary here. Completing a story when given at classes 6-8 should be more guided (See sample question for classes 6-7.) where question setter not only begins a story but also provides with some clues for the extension of ideas. Students will complete the story following the clues. A good idea is to mention the word limit when there is no clues for the students. Assess the paragraph from different aspects such as grammar, ideas, communication, organisation etc.; do not only assess the paragraph only from the perspective of grammar accuracy. Moreover, use of cohesion (inter-connectedness of the sentences) and coherence (transition from one idea to another idea) are important here. Word limit here will be similar to paragraph writing.

14. Open-Ended Questions

Open ended or essay format questions are excellent for measuring higher level cognitive learning and overall comprehension of a reading text/passage. They allow the student to select content for their response, to organize their thoughts in a logical manner and to present their ideas on a given subject matter. Overall, these types of test questions allow teachers to test student's broader understanding of a reading item.

When writing good open-ended questions, keep the following guidelines in mind:

- Be sure that the test question clearly states the answer that you are seeking from the student. For example, "Discuss the outcomes of environment pollution" is a poor test question. But, worded as "Describe the potential impacts of the environment pollution on the people of coastal regions in Bangladesh" or, what are the causes and impacts of environmental pollution on the people of coastal regions in Bangladesh? is a better test question as it clearly gives the student something to compare and contrast within a focused area.
- If you are looking to test comprehension, a good opening line for the test question is, 'Explain the following..."
- If you are seeking to test the student's ability to analyze a concept, a good opening phrase for your test question is, 'compare and contrast....."

- Don't give students the option to pick 2 or 3 questions from among 5. This can add confusion for the students and complexity for the teacher when grading for a classroom. This type of test format often compromises with validity and reliability of the test.
- Here you are setting recalling questions, design the question in a way so that examinees do not have opportunity to pick answers by matching the vocabulary in the question and answer.

Question setters have to go by the following class-wise guidelines in setting questions.

Grades 6-7

There will be 5 open ended questions each bearing 2 marks for the correct answer. There will be 2 questions for recalling answer, 2 questions to check students' understanding, and 1 question for analyzing information.

A list of action verbs according to Bloom's Taxonomy for lower order and higher order thinking questions are supplied here to be used while designing the test items.

Remembering/recalling: describe, define, list, locate, tell

Understanding: describe, classify, discuss, explain, identify, select, translate, predict

Analysing: solve, use, interpret, sketch, illustrate, classify, differentiate, organise, relate, identify, categorise, compare, contrast, construct, distinguish, explain,

Evaluating: argue, defend, judge, select, support, value, critique, assess, justify

Creating: construct, develop, investigate, design, imagine, justify

(for more information please visit:
http://cft.vanderbitt.edu/guides-sub-pages/blooms-taxonomy/)

15. Dialogue writing

A dialogue in real situation is an exchange of information. This has to be reflected in the dialogue written by the test giver. A dialogue **cannot** be a mere combination of fragmented sentences or snappy phrases or collocations like *Hi/Hello/Yes/No/Very good/Thank you/Welcome/See you/Bye etc.* There must be some questions and answers in full sentences. A dialogue has to contain at least 5 questions and their answers or 10 exchange of statements including some questions in full sentences other than greetings.

16. Writing letters/e-mails

If it is an informal letter, content is important. If it is a formal letter, both content and form are important. Formal letter can be written either in British style (each paragraph indented at the beginning for one space, date at the upper right hand corner, name at the right hand corner at the bottom). It can also be written in American style (All paragraphs in a line without indenting, date name everything at the left hand corner). Picture of an envelope or stamp is not needed but address can be written. Yet, if any student provides them - it will not earn any extra credit or penalty.

For e-mails, student must write the e-mail id, subject, and content as written in a genuine email. Students should be taught in the class that there should be a considerable margin at the answer script. However, there should not be any penalty for any examinee if the answer script has no margin. Margin has nothing to do with assessment of the answer.

Word limit should be mentioned in the question paper. Again the word limit is 150 words for classes 6-7, 170 words for class 8, and 200 for classes 9-10 with 10% plus minus.

17. Describing graphs and charts

Graph should be authentic. Teachers may collect charts from various sources such as newspapers, magazines, books or from the internet. Alternatively, teachers can use authentic data and make simple charts by themselves. Describing a graph or chart needs certain language abilities. The graph and chart presented in the textbook show that. A marker of answer scripts should keep an eye whether those languages are used or not. Answers will include the written presentation of data shown in the graph followed by a concluding remark. A question setter should mention the word limit for describing the graph or chart. Do not ask students to produce any graph on the answer sheet. They will only describe it.

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A Handbook of Paragraph Writing

David Wills: *Collins Cobuild Student's Grammar*

B. A. Phythian: *Good English*

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Prafulla Kumar De Sarkar: *A Text-Book of Higher English Grammar, Composition and Translation*

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Longman Essential Activator- Longman

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THE END

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